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ABSTRACT

This simulation allows students to learn about the lands and customs of the people living in the countries found along the western rim of the Pacific Ocean. The class is divided into eight teams. The phases of the unit include: (1) research; (2) activities; (3) race; and (4) summing up and festival. Each stage of play involves completion of tasks related to the topic. Students compete against each other in teams gaining as many points as possible and visiting each of the countries of the Pacific Rim. Suggestions are included for modifying the unit for shorter periods of time. (Includes a student guide.) (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

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PACIFIC RIM

A simulation of a race through the western Pacific Rim countries, developing awareness of their lands, peoples, and customs

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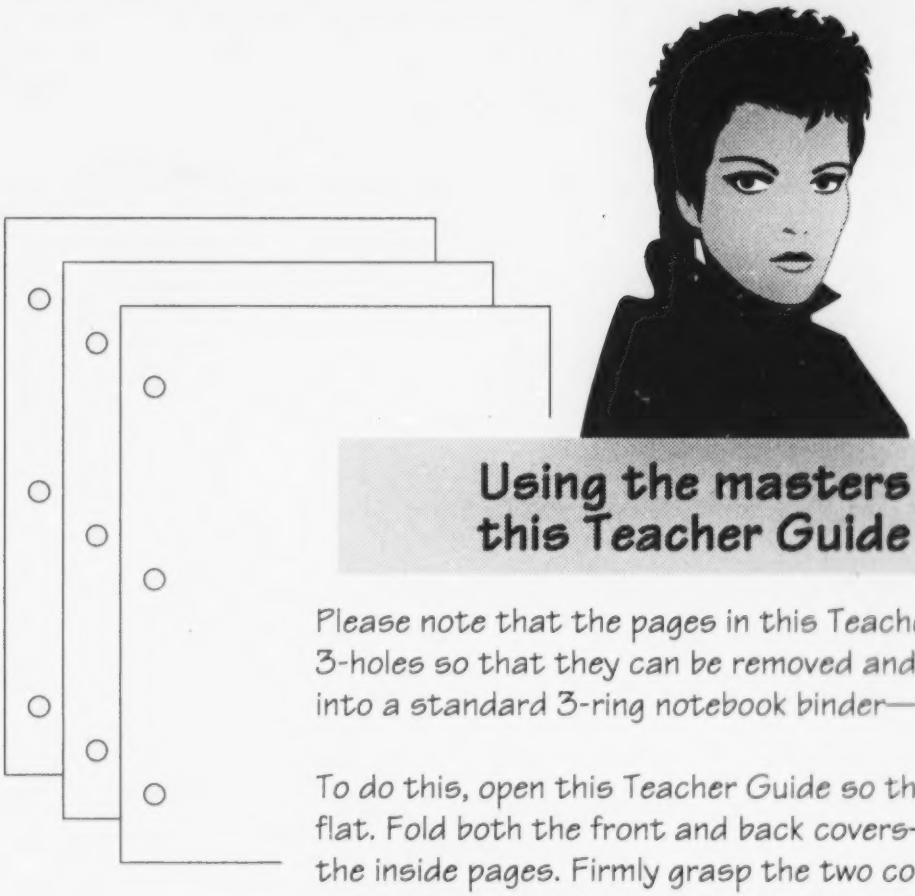

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INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

PACIFIC RIM

A simulation of a race through the western Pacific Rim countries, developing awareness of their lands, peoples, and customs

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PURPOSE

During the past 40 years, the nations along the rim of the Pacific Ocean have rapidly developed in importance, not only to the United States, but globally as well. You have only to read the daily newspaper, listen to television news, or glance around your home, business, and highways to realize their increased importance.

The western rim countries selected to be included in PACIFIC RIM were chosen for their significance to the United States with regard to trade, immigration, history, and tourism. Those countries found along the eastern rim of the Pacific Ocean, other than the United States, are studied in INTERACT's simulations AMIGOS and CANADA.

PACIFIC RIM was written to help acquaint students with these countries of the Far East. It is a simulation of a race through the western Pacific Rim countries, developing awareness of the lands, peoples, and customs of Australia, Cambodia, China, Hong Kong, Indonesia, Japan, Korea, Laos, Malaysia, New Zealand, Papua New Guinea, Philippines, Singapore, Taiwan, Thailand, and Vietnam.

Knowledge

- Location
- Physical features
- History
- Government
- Economy
- Landmarks
- Culture
- Interrelation between the various countries

> "... empathy for the beautiful lands and peoples of the diverse cultures of the Pacific Rim ..."

Attitudes

- Enjoying and feeling empathy for the beautiful lands and peoples of the diverse cultures of the Pacific Rim
- Appreciating the benefits of individual research and group participation
- Valuing the knowledge gained by learning from fellow students

Skills

- Using a variety of resource materials
- Using a variety of learning methods
- Organizing information gathered
- Presenting that information effectively
- Using written and oral language correctly
- Developing imagination while creating projects
- Developing the ability to understand different lifestyles
- Becoming productive, cooperative members of a group
- Gaining knowledge from classmates' presentations
- Making decisions
- Enjoying the process of learning

OVERVIEW - 1

PACIFIC RIM was developed to help students learn about the lands and customs of the people living in the countries found along the western rim of the Pacific Ocean.

Teaching Tip →

Having small cooperative learning teams is beneficial in this simulation because students have a vested interest in making sure that other people do well.

The class is divided into eight teams. During Phase 1 and Phase 2 each team is responsible for learning about two countries in depth. They do this by completing FACTSHEETS and doing ACTIVITY SHEETS (projects, reports, and participation in appropriate experiences). The teams share what they have learned with their classmates. In Phase 3 students participate in a race through the western Pacific Rim area from Japan to New Zealand. Progress is determined by the number of points earned in Phase 1 and Phase 2, plus those points earned by answering STOP CARDS and responding to FATE CARDS in Phase 3. Finally, in Phase 4, there is a SUMMING UP and FESTIVAL.

Introduction Students complete PRE-TESTS to determine their present knowledge. Then the entire class discusses simulations in general and PACIFIC RIM in particular. They also study the map and read and discuss the instructions that are found in the Student Guide. The students are assigned to teams. The teams meet to chose a leader, read the summary of their countries in the Student Guide, and make plans for doing their research.

Phase 1—Research The teams meet in their assigned area of the classroom to gather the information needed to complete their FACTSHEETS. They gain this information from encyclopedias and other available resource materials. Three days are given to complete this research. The next three days of Phase 1 are spent in presenting what they have learned to their fellow classmates who are responsible for taking notes. The teams earn points based on the quality of their presentations. They record these points on a PHASE 1: POINTS EARNED CARD (Research).

Phase 2—Activities Each team is responsible for completing a minimum of one report, one project, and one experience for each of its countries. Suggestions for these activities are listed on ACTIVITY SHEETS. Activities that have an asterisk should be completed first. Points are earned for each of the activities completed. These points, together with those earned in Phase 1, will be used in Phase 3. The teams should do as many activities as time allows. Five days are given in class to complete these activities, but even so, some work will likely need to be done at home. Four days are then given for the teams to present their completed activities to their classmates. Again, their fellow students are to take notes on what is presented. Record points earned on a PHASE 2: POINTS EARNED CARD (Activities).

Phase 3—Race The eight teams combine to create four teams. You can do this or let the class decide. Each of the original teams adds the

number of points earned by its partner team to its COMBINED TEAM TALLY SHEET.

Each of the newly formed teams buys a ship to use in the race and subtracts the number of points necessary for its purchase on its COMBINED TEAM TALLY SHEET. Examples of types of ships are shown on pages 50-51. The teams may design their own ship if they wish. Each newly formed team makes a copy of the ship symbol to use to show progress on a large bulletin board map of the area.

All FATE CARDS and STOP CARDS (i.e., destination cards) are placed face down in a hat or box. FATE CARDS contain information that can help or hinder a team's progress. STOP CARDS contain questions whose answers should be in team research and/or notes. The team must answer these cards before it can progress.

One-half of each team draws cards on each day of the two-day race. Students are given five minutes to prepare their responses. Those students not responding directly to cards on this day are to help those who are.

Record the number of points earned for correctly responding to the STOP CARDS, or points lost because of FATE CARDS, on a PHASE 3: POINTS EARNED CARD (Race—Day 1 and Race—Day 2). These points are transferred to the COMBINED TEAM TALLY SHEETS.

In order to dock at each of the 16 countries, the teams must pay 20 points. Each student on a team docking at a country is to receive a visa for that country. This visa is to be affixed to the individual passports. The teams who complete the course on the second day of the race are declared winners.

Teaching Tip →

Play may stop at this point, or it may continue until all teams reach the last stop. (See Options on page 7.)

Phase 4—Summing up and Festival The class discusses the similarities and differences between the countries studied and between these countries and the United States. They discuss problems that would occur for people such as immigrants, tourists, or business representatives entering or leaving these countries, and suggest possible solutions to the problems. The students take a POST-TEST. These tests are exchanged and corrected. PRE-TESTS are returned so the students can compare the two tests and become aware of how much they have learned.

Finally, everyone participates in a festival featuring an ethnic foods banquet. (The banquet is optional.) Presentations of special projects created in Phase 2, such as kite races or boomerang throwing contests, and tableaux and/or skits can be shown at this time. Visitors may be invited to share in the festival activities. (See SUMMING UP and FESTIVAL suggestions.)

LEARNING THEORIES - 1

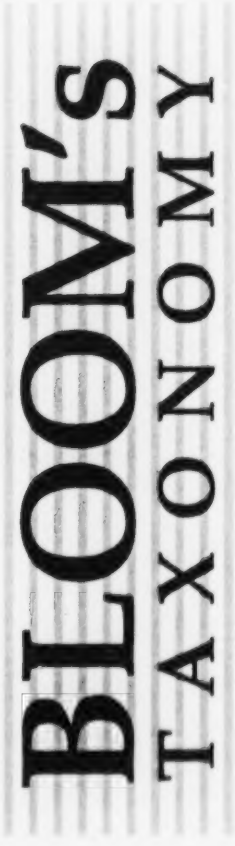
The following theories of learning have been incorporated into the activities, questions, projects, and reports of PACIFIC RIM:

Teaching Tip →

These two pages are included to stimulate your thinking about other ways you might add or enhance the simulation activities to increase your students' learning in PACIFIC RIM.

Bloom's Taxonomy

Benjamin Bloom developed a classification system for the elements of learning in 1948. His taxonomy demonstrated that thinking is a multi-layered process beginning with recall of information and developing into the higher levels of analysis, synthesis, and evaluation.



Level 1: Knowledge
During this lowest level of learning, students work with simple recall. They move from general knowledge to specific knowledge.

- Defining
- Describing
- Identifying
- Listing
- Locating
- Matching
- Reciting
- Telling
- Writing

Level 2: Comprehension
During this second level of learning, students work with the ability to understand the meaning of material.

- Demonstrating
- Explaining
- Extending
- Inferring
- Summarizing

Level 3: Application
During this third level of learning, students use material in new situations. This may include concepts and rules (as in grammar or spelling).

- Changing
- Computing
- Constructing
- Producing
- Relating
- Solving
- Using

Level 4: Analysis
During this fourth level of learning, students sort the information they have acquired into its basic structure and organize this material to show a basic understanding.

- Breaking down
- Diagramming
- Discriminating
- Selecting
- Separating
- Making inferences
- Simplifying
- Supporting ideas

Level 5: Synthesis
During this fifth level of learning, students work with formation of new patterns, taking the parts and forming a different whole.

- Creating
- Designing
- Composing
- Predicting
- Reorganizing
- Revising

Level 6: Evaluation
During this highest learning level, students work with judgmental decisions regarding values. This highest level contains elements of all other categories plus value judgments based on clearly defined criteria.

- Comparing
- Contrasting
- Criticizing
- Interpreting
- Relating
- Justifying

GARDNER'S multiple intelligences

Gardner's theory of multiple intelligences

Howard Gardner listed the following forms of intelligence in his Theory of Multiple Intelligences in his book, *Frames of Mind.*

- ***Linguistic*** (language)—reading, talking, telling
- ***Logical-mathematical***—finding categories, identifying patterns, abstractions and equivalencies, and math and logic problems
- ***Musical***—making and listening to music
- ***Spatial***—using visuals, recognizing relationships between objects and space, using different materials: art, models, diagrams, maps
- ***Bodily kinesthetic***—excelling at physical activities—athlete, dancer
- ***Interpersonal***—being aware of own and other persons' feelings—compassionate leadership and caring skills
- ***Intrapersonal***—organizing, setting goals, and self-motivating

Cooperative learning

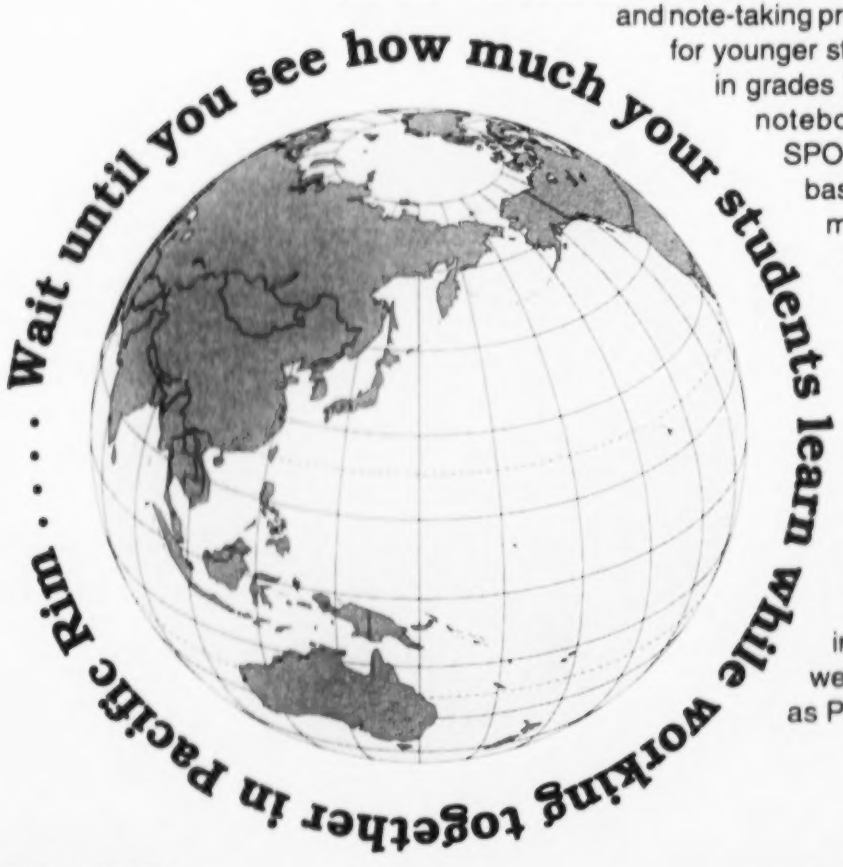
The following paragraph is reprinted from Interact's simulation CHOICES.

Interesting observations are made by Ron Brandt in *On Cooperation in Schools: A Conversation with David and Roger Johnson,* Educational Leadership, Nov. 1987, page 17:

> Within a cooperative group, students have a vested interest in making sure that other people do well. They start to celebrate when other people learn. Anything they can do to help their group mates learn the material better, retain it longer, get a better grade on the test, benefits them, too. That produces committed relationships in which students really care about each other and provide assistance and help when needed. It promotes more positive peer relationships, better social skills, more social support, and, partly for that reason, higher self-esteem.

Responding in an interactive classroom

Interact publishes a guide for elementary school teachers called THE INTERACTIVE CLASSROOM (Basic) that contains a student writing and note-taking process specifically designed for younger students. For older students in grades 7 through 12, we publish a notebook program called RESPONDING. Both processes are based on the theory that the more students write in *response* to a subject, the more they learn about the subject and the more they learn about themselves. We strongly recommend that you purchase THE INTERACTIVE CLASSROOM (Basic) or the RESPONDING program since they show you how to incorporate the process into **all** of your instruction as well as into simulations such as PACIFIC RIM.



OPTIONS

PACIFIC RIM can be changed in several ways so as to better meet your students' needs and interests.

1. The number of countries studied may be reduced. This will necessitate modifying the STOP CARDS and FATE CARDS.

2. The countries studied may be changed such as Burma might be included in place of Papua New Guinea. You would need to write new STOP CARDS, ACTIVITY SHEETS, etc.

3. Several classes could use PACIFIC RIM at the same time. Each class might study different countries and present the information learned to the other classes. THE RACE, SUMMING UP, and FESTIVAL would be shared events.

4. If a team does not have enough points to arrive in Japan on the second day of the race, you may decide, or the class may vote, to allow the team to complete additional projects overnight and to present them the next day in order to earn the needed points.

5. More or less time—based on the amount of time available and the ability and work habits of the class—may be allotted to each of the phases.

6. The tableaux or skits (see SUMMING UP & FESTIVAL SUGGESTIONS) listed on the ACTIVITY SHEETS may be optional activities based on the amount of time available and your or the students' wishes.

7. Teams could videotape any of their projects and experiences or the skits or tableaux. These videotapes could be shown during the SUMMING UP & FESTIVAL in Phase 4, at an open house, for a PTA meeting, to a local TV station, or to next year's students prior to their beginning the simulation.

8. You may ask for a copy of each completed FACTSHEET in order to check answers given during the race. You might also wish to keep copies of the points earned for Phases 1, 2, 3, as well as the COMBINED TEAM TALLY SHEETS for each team.

9. If your school rules forbid the preparation and serving of food or if it is too difficult to manage, the FESTIVAL can be limited to the tableaux/skits, contests, and other activities. It will still be fun.

10. Leftover points earned during Phase 3—The Race may be given to the teams (or individuals within the teams) to be used to buy special privileges in the classroom at a later date.

INFORMATION SOURCES - 1

Teaching Tip →

This list is current as of May 1, 1994.

SOURCES

Adults

The World Today Series—East Asia and Western Pacific, 19?? Patrick M. Mayerchak, Ph.D., Stryker-Post Publications, 888 Seventeenth St. NW, Washington, DC 20006—executive offices in Harper Ferry, WV. (This is the best single source of up-to-date information. It is revised and updated each year and costs approximately $6.)

Jacobs, Charles and Babette, *Far East Travel Digest,* Paul, Richmond & Co., Publishers, Palm Desert, CA, 1992.

Fodor—separate books for each country, Fodor Travel Publications, Inc., New York, NY, 1992.

Cook, Thomas—separate books for each country, *Passport's Illustrated Travel Guides,* Thomas Cook, Lincolnwood, IL, 1993.

Many larger public libraries have magazine sources available. Some are on computer.

Children

Bailey, Donna and Anna Sproule, *Where we Live—Japan,* Steck-Vaughn Library, TX, 1990

Bancroft, Anne, *The Buddhist World—Religions of the World,* Silver Burdett Co., Morristown, NJ, 1985

Cultural Centre for UNESCO, *Festivals in Asia,* Kodansha International Ltd., Tokyo, 1975

Diamond, Judith, *Enchantment of the World—Laos,* Childrens Press, Chicago, 1989

Downer, Lesley, *Countries of the World—Japan,* The Bookwright Press, NY, 1990

Garland, Sherry, *Vietnam, Rebuilding a Nation,* Dillon Press, Inc., Minneapolis, MN, 1990

Greene, Carol, *Enchantment of the World—Japan,* Childrens Press, Chicago, 1983

Hoare, Sophy, *Japan, the Land and Its People,* Macdonald Educational, London, 1975

Hoyt-Goldsmith, Diane, *Hoang Anh—A Vietnamese-American Boy,* Holiday House, NY, 1992

Jacobsen, Karen, *A New True Book—Korea,* Childrens Press, Chicago, 1989

Layton, Lesley, *Singapore,* Marshall Cavendish, NY, 1990

Mason, Antony, *Southeast Asia—People and Places,* Silver Burdett Press, Englewood Cliffs, NJ, 1989

Mirpuri, Gouri, *Cultures of the World—Indonesia,* Marshall Cavendish, NY, London, Sydney, 1992

Pitkanen, Matti, *The Children of China,* Carolrhoda Books, Inc., Minneapolis, MN, 1990

St. Tamara (written and illustrated), *Asian Crafts,* The Lion Press, NY, 1970

Shalant, Phyllis, *Look What We Brought You From Vietnam,* Julian Messner, NY, 1988

INFORMATION SOURCES - 2

SOURCES

Tolan, Knowlton, and Sachner, *Children of the World—South Korea,* Gareth Stevens Publishing, Milwaukee, 1987

Wright, David K., *Enchantment of the World—Vietnam,* Childrens Press, Chicago, IL, 1989

Yu, Ling, *Taiwan ... in Pictures,* Visual Geography Series, Learner Publications Co., Minneapolis, MN, 1989

Additional sources

Additional books are listed in *Children's Books in Print.* Your school may or may not have any of these newer books. They may, however, have other older books not listed here.

All encyclopedias have articles on all the countries involved. If possible have several sets available.

Many social studies textbooks will have sections on the various countries involved.

National Geographic and Smithsonian magazines, as well as other periodicals, have articles that would be helpful.

Sunset Magazine publishes the following travel book:

- Sunset Travel Guide to Southeast Asia, 1982
- Sunset-Orient Travel Guide
  Lane Publishing Company
  Menlo Park, CA, 1988

Tourist/embassy information Tourist information is available from travel agencies or addresses for the individual countries may be obtained from the World Chamber of Commerce Directory (found in your local library). Order several weeks before beginning the simulation.

Teaching Tip →

It would be interesting for the students to write for information from tourist bureaus in the countries involved. This, however, would require much more postage. The addresses can be found in the World Chamber of Commerce Directory. This would need to be done at least a month prior to beginning the simulation.

Current embassy addresses are found on page 10.

INFORMATION SOURCES - 3

SOURCES

Australia
Australia Tourist Commission
11601 Wilshire Blvd. #2480
Los Angeles, CA 9006
213-552-1988

Cambodia
Embassy of Cambodia
4500 16th Street NW
Washington, DC 20011

China
China National Tourist Office
333 West Broadway #201
Glendale, CA 91204
818-545-7505

Hong Kong
Hong Kong Tourist Association
10940 Wilshire Blvd. #1220
Los Angeles, CA 90024
310-208-4582

Indonesia
Indonesian Tourist Promotion Office
3457 Wilshire Blvd.
Los Angeles, CA 90010
213-387-3089

Japan
Japan National Tourist Organization
360 Post St. #401
San Francisco, CA 94108
415-989-7140

Korea (So.)
Korean National Tourism Office
3435 Wilshire Blvd. #350
Los Angeles, CA 90010
213-382-3435

Laos
Embassy of the LAOS People's Democratic Republic
2222 S Street, NW
Washington, DC 20008
202-332-6416

Malaysia
Embassy of Malaysia
2401 Massachusetts Ave., NW
Washington, DC 20008
202-328-2700
or (top of right column)

Malaysia Tourist Promotion Board
818 West Seventh Street, Suite 804
Los Angeles, CA 90017
213-689-9702

New Zealand
New Zealand Tourist Office
501 Santa Monica Blvd. #300
Santa Monica, CA 90401
800-388-5494

Papua New Guinea
Embassy of Papua New Guinea
1615 New Hampshire Ave. NW, 3rd Floor
Washington, DC 20009
202-745-3680

Philippines
Philippine Tourist Info Center
30 N. Michigan #1111
Chicago, IL 60602
312-782-1707

Singapore
Singapore Tourist Promotion Board
8484 Wilshire Blvd. #510
Beverly Hills, CA 90211
312-220-0099

Taiwan
No address found in the U.S.
Taiwan Visitor Association
111 Ming Chuan Road, 5th Floor
Taipei, Taiwan

Thailand
Tourism Authority of Thailand
3440 Wilshire Blvd. #1101
Los Angeles, CA 90010
213-382-2353

Vietnam
Socialist Republic of Vietnam
Permanent Delegation to the United Nations
20 Waterside Plaza
New York, NY 10010
212-697-3779

UNIT TIME CHART

Note: *This Unit Time Chart is intended as an example. Alter as desired.*

Week 1

Review simulation PRE-TEST Select teams **1**	**Phase 1** Gather data for FACTSHEETS **2**	Worktime **3**	Worktime **4**	Present data **5**

Week 2

Present data **6**	Present data **7**	**Phase 2** Create projects, reports, experiences **8**	Worktime **9**	Worktime **10**

Week 3

Worktime **11**	Worktime **12**	Present projects, reports, experiences **13**	Present projects, reports, experiences **14**	Present projects, reports, experiences **15**

Week 4

Present projects, reports, experiences **16**	**Phase 3** Day 1 of the Race **17**	Day 2 of the Race **18**	**Phase 4** Summation POST-TEST Finalize Festival plans **19**	Festival **20**

SETUP DIRECTIONS - 1

1. **Duplication** The following items need to be reproduced:
   - PRE/POST TEST (two copies per student)
   - FACTSHEET (one for each of the 16 countries; more if the students listening to the presentations are to use them for taking notes)
   - ACTIVITY SHEET (one copy for each of the 16 countries)
   - ADDITIONAL ACTIVITIES (eight copies, one copy per team)
   - PROJECT/REPORT/EXPERIENCE FORM (minimum of 48 copies; more may be needed later)
   - POINTS EARNED: PHASE 1—Research (eight copies of top half of page 47; might be copied on heavier paper; 16 copies if you plan to keep one)
   - POINTS EARNED: PHASE 2—Activities (eight copies of bottom half of page 47; might be copied on heavier paper; 16 copies if you plan to keep one)
   - POINTS EARNED: PHASE 3—Race Day 1 and POINTS EARNED: PHASE 3—Race Day 2 (four copies of page 48 cut in half; might be copied on heavier paper; eight copies if you plan to keep one)
   - COMBINED TEAM TALLY SHEET (four copies; one for each team; eight copies if you plan to keep one)
   - TYPES OF SHIPS (one copy for each of the four teams)
   - STOP CARDS—GENERAL (one set printed on heavier paper, laminated if possible, and cut into separate cards)
   - STOP CARDS—SPECIFIC (one set printed on heavier paper, laminated if possible, and cut into separate cards)
   - FATE CARDS (one set printed on heavier paper, laminated if possible, and cut into separate cards)
   - PASSPORTS (one per student printed on heavier paper, front and back, and folded)
   - VISAS (one set per student)
   - PARTICIPATION CERTIFICATE (one per student)
   - PACIFIC RIM RACE MAP (Make an overlay transparency for students to use in making a large bulletin board map.)

Teaching Tip →

Creating a colorful ***PACIFIC RIM LEARNING CENTER*** *for your students will attract them to the interesting, useful materials you have gathered.*

2. **Room environment** Set aside one large bulletin board for a large map of the Pacific Rim which your students can make or which you can display from other sources. Leave room on the bulletin board for the flags that each team will supply for the countries it is studying. Place a table beneath the bulletin board to display pictures, models, and artifacts that might be available for each of the countries studied. If possible, provide a learning center for the resource materials.

SETUP DIRECTIONS - 2

3. **Retrieval system** Provide space (perhaps a large box under the display table) for each team to use to store travel brochures, books, FACTSHEETS materials and projects being worked on during Phase 1 and Phase 2.

4. **Resources** Prior to beginning the simulation:
   - Write for information from the tourist bureaus, embassies, and/or chambers of commerce in the countries involved.
   - Check your local travel agencies for additional information.
   - Assemble all resource materials (see Information Sources). Put them in the resource center (see #2).
   - Cut strips of different colored paper for each team to use to indicate which team is using a particular book in the resource center.
   - Order any appropriate films and/or filmstrips available in your school district.
   - Set up a viewing center for the filmstrips.

   In addition:
   - Canvas students, parents, local groups, and fellow teachers for speakers who may have knowledge of any of the specific countries. Arrange for their visits.
   - Make preparations for field trips to any nearby museum, cultural center, or events.
   - Watch your local newspaper for notices of cultural events being held in your vicinity.
   - If you are planning to videotape any part of the simulation, arrange for the use of the recorder and television with your district office, media center, or a parent.

Teaching tip →

Having video examples of previous students' work can challenge your students if you repeat the simulation the next year.

DAILY DIRECTIONS - 1

Before you begin A month prior to the beginning of the simulation, request materials from the various country sources available (see: Information Sources).

WEEK 1

Day 1: Introduction

1. Administer the PRE-TEST. Keep these tests so your students can compare them with the POST-TEST given at the end of the simulation. The answers are found on page 21. Correct these tests, but mark only those answers that are correct. Ignore the essay questions at this time.

Teaching Tip →

If the Phase 2 COUNTRY ACTIVITIES and ADDITIONAL IDEAS SHEET are given out during Phase 1, some of the children may begin these activities early.

2. Discuss simulations in general and PACIFIC RIM in particular.

3. Assign students to one of eight teams in whatever manner you wish.

4. Teams meet to select a leader, read information about their countries in the Student Guide, and plan what they are going to do.

+++

Remind students that they receive additional points for cooperative behavior.

Days 2-4: Phase 1, Gathering data

1. Phase 1 begins. Teams gather data necessary to complete a FACTSHEET for each country they have been assigned. They use whatever sources are available.

2. Distribute ACTIVITY SHEETS for each country and ADDITIONAL ACTIVITIES sheets so the students can begin working on their projects and experience activities reports immediately if they wish to do so.

Day 5: Team presentations

Teaching Tip →

Note-taking skills are reviewed on page 8 of the Student Guide.

1. Teams present the data they have acquired to their classmates who are to take detailed notes.

2. Teams earn points for the quality and completeness of their data, as well as the organization and imagination shown in their presentation. The points earned will be important in Phase 3.

3. Record the points earned on each team's POINTS EARNED: PHASE 1—Research card.

DAILY DIRECTIONS - 2

WEEK 2

Days 6-7: Presentations continue

1. Teams continue presenting FACTSHEET data.

Days 8-10: Phase 2, Completing activities

Teaching Tip →

Help your students set goals so that they learn to manage their time over a scheduled time period lasting several days.

1. Phase 2 begins. Using the ACTIVITY SHEET and ADDITIONAL ACTIVITIES SHEETS as a guide, each team is responsible for completing a minimum of one report, one project, and one experience for each country studied.

2. Points will be earned for these activities. Since a great many points will be needed for Phase 3, encourage teams to do as many additional activities as possible. Some of these activities will need to be done at home.

WEEK 3

Days 11-12: Activities completed

1. Teams continue to have work time for the preparation of projects, reports, and experiences.

Days 13-15: Team presentations

Teaching Tip →

Teams need to set up materials prior to presentations so they are ready to go, and do not waste valuable time. Encourage teams to practice their presentations so they go smoothly and fit into the time schedule.

1. Teams present the activities they have completed during Phase 2 to the class. Classmates are to take notes.

2. Again, award points for the quality and imagination shown in production and presentation of these projects, reports, and experiences. These points are recorded on a POINTS EARNED: PHASE 2—Activities card.

WEEK 4

Day 16: Presentations continue

1. Continue presenting activities completed during Phase 2 and assigning points earned.

Day 17: Phase 3, The Race

1. The eight teams combine to make four teams. This can be your decision or the team leaders can draw the number of a partner team. The teams combine points earned and record the number on their COMBINED TEAM TALLY SHEET. If additional points will be needed, the team members may complete additional activities to acquire the points needed. These activities must be completed by the beginning of the race.

Teaching Tip →

Encourage students to design their own vessels. You will need to assign points for their purchase.

2. Each newly formed team should sit together and elect a Capitan and a Recorder.The first decision for the new teams is to chose a type of ship for the race. Copies of various choices are given on pages 50 and 51 of this guiide which can be duplicated and given to the students or drawn on the chalkboard. Have the teams pick the type ship they wish and then deduct its cost from their point totals on their COMBINED TEAM TALLY SHEETS.

3. Shuffle all STOP CARDS and place them face down in two stacks:one,for GENERAL; one, for SPECIFIC. Shuffle all FATE CARDS and place these in a third stack.

4. Each team's capitan draws one card from the GENERAL stack. Four other team members draw from the SPECIFIC stack.Then using their team members for a resource, each member writes out his/her answer. This action must be done in five minutes. Then have each team, capitans first, report their answers to the class. Award points to each speaker when he/she is finished.

Teaching Tip →

Those team members who are not responding to STOP and FATE cards are to help those that are.

5. Have each team draw two FATE CARDS. Have the capitan read each to the class Then have the team recorder record the points awarded (and/or lost) on the POINTS EARNED-PHASE 3 RECORD SHEET. The recorder should then transfer the team's points to the COMBINED TEAM TALLY SHEET.

6. The teams move their ship symbol on the large bulletin board map according to the points earned. Then, they subtract points used from their COMBINED TEAM TALLY SHEET as a cost of docking at a new destination.

7. As the team members enter a port, they receive a visa to paste into their individual passports. The student's goal is to have a visa in his/her individual passport for each port shown along the route on the bulletin-board map. The team's goal is to arrive in the port in New Zealand by the end of the race.

Day 18: Completing the race

1. The second half of each team draws cards and has five minutes to prepare answers. They present their answers to the class.

Teaching Tip →

If teams need or want more points, see Options on page 7.

2. Again, teams record points earned on POINTS EARNED: PHASE 3—Day 2—Race card. They then transfer these points to their COMBINED TEAM TALLY SHEET.

3. By the end of the period, all of the teams who have completed the route and acquired all of the necessary passport visas are declared winners.

Day 19: Phase 4, Summing up

1. Have students discuss and record likenesses and differences among the various countries, and between the countries and the United States. Have them generalize about problems that might arise for people such as immigrants, tourists, or business representatives traveling between these countries and the United States. Have students suggest solutions.

2. Administer the POST-TEST. Part 4, which requires short essay answers, is to be done on their own paper. Collect the tests. Evaluate the essay portions overnight.

Teaching Tip →

Comparing their PRE-TEST answers and their POST-TEST answers gives students an opportunity to realize how much they have learned.

3. Have the students exchange papers and correct. Return PRE-TEST so the students can compare the two tests to see how much they have learned. Your corrected essay portion of the test may be returned at a later date.

4. Discuss briefly your evaluation of the essay questions.

5. Have the students form into their race teams. Pass out the FESTIVAL PREPARATION sheets if you are using this option. Each team is to present an activity representative of its area and at least one food dish representative of each country in its area. (If cooking or preparation of the dish is a problem, a picture and explanation of the food may be substituted.)

6. Allow the rest of the period for preparation. (Note the team already has accumulated much which may be used for this purpose.)

Day 20: The Festival

Teaching Tip →

Much of the preparation for this final day—food, decorations, etc.— can be done ahead of time. The projects and experience activities were completed in Phase 2.

1. Organize the room for a celebration with a banquet of ethnic foods and activities developed by each team. (You may want to schedule this event at a time when parents can attend.)

2. At the conclusion, award each student with a PARTICIPATION CERTIFICATE.

3. Have students keep the best of what they have done in their portfolios, if your school has this program.

FESTIVAL PREPARATION SUGGESTIONS

Skits or tableaux

Teaching Tip →

You may videotape these scenes because the scenes must be changed quickly and quietly. These tableaux are similar to the Pageant of the Masters given each year at Laguna Beach, California. If any of your students have seen the show or read about it, have them share their experiences with the class.

1. Skits or tableaux, to be completed in Phase 2, are excellent ways of reviewing what has been learned. A tableau is a living picture. The people in the picture are dressed in costumes and stand in front of a backdrop appropriate to the country that is being studied.

2. A narrator tells (or reads) about the country. The people in the picture remain silent and motionless as if frozen in time. Then the second group assembles and a second narrator tells about another country and so on until all 16 countries have been covered.

Other activities

1. Other activities from Phase 2 such as kite flying (in one of the countries there is a kite fight), boomerang-throwing contests, shadow-puppet shows about myths and fables, and New Year's dragon parades are all enjoyable to share at this time.

The banquet

If the tableaux are videotaped, the students can enjoy seeing them together. Also, everyone gets to see themselves on television.

1. The banquet should include a variety of foods from the various countries. The foods might be barbecued meats, stir-fry items, or casserole-type combinations of meats, rice, and vegetables. Fruit is a suitable desert. You might even obtain some fortune cookies (an American idea). These foods will of necessity need to be prepared mainly by parents. For the brave, there are many oriental recipe books available in the library. The foods should be laid out in buffet style. Chairs and desks may be pushed out of the way, and blankets, large towels, and mats can be scattered around the room on the floor for the students to sit on while they are eating. Students can choose which food they want to eat.

Decoration and dress

Teaching Tip →

Students should not be allowed to complain rudely about foods they don't like. Discuss with the class how to handle this situation.

1. Festivals are more fun if the room is decorated with streamers, kites, and flowers, and everyone, including you and assisting adults, is in a costume—samurai soldier, geisha girl, sarong, etc.

2. All the teams will be responsible for decorating the room and setting up the tables for the food. They should also be responsible for clearing off the tables, cleaning up, and removing all festival decorations at the end. Teachers and parents, however, will need to supervise decorating, and they will need to provide most of the food. The students should help as much as possible, such as cleaning and laying out fresh fruit.

3. Guests—parents, other classes, school officials, local TV newspeople—might be invited to share in the festival activities.

SCORING - 1

Phase 1 Presentation of FACTSHEET information is judged by the following:

- Quality and completeness of the information gathered—scale of 1 to 10 points.
- Organization and imagination shown in the presentation—scale of 1 to 10 points.
- Total possible points for each team in Phase 1 would be 40 points.
- Points earned are recorded on POINTS EARNED: PHASE 1—Research card.

Phase 2 Each project, report, and experience is judged on the following:

- Quality and imagination shown—scale 1 to 10 for each activity done.
- Presentations of activities are judged on organization and imagination—scale of 1 to 10 for each team presentation.
- Total possible points for each team in Phase 2 will depend on the number of activities done.
- Points earned are recorded on POINTS EARNED: PHASE 2—Activities card.
- Teams and their points earned are combined and recorded on the COMBINED TEAM TALLY SHEET.
- The newly formed combined teams choose a ship as a symbol and subtract the points needed to purchase it from their COMBINED TEAM TALLY SHEET.

Phase 3 Points earned during the race will vary according to the type of card drawn and the completeness of the answer given.

- STOP CARD—GENERAL: scale 1 to 20 points
- STOP CARD—SPECIFIC: scale of 1 to 10 points
- FATE CARDS—dependent on the points earned or lost indicated on the card
- Points earned are recorded on POINTS EARNED: PHASE 3—The Race cards. There is one card for Day 1; another card for Day 2.
- These points are added or subtracted from the total on the COMBINED TEAM TALLY SHEET.
- The team's ship symbol is moved on the large bulletin board map.
- 20 points are needed to move from one country to the next.
- The teams can go only half way each day. Therefore, 160 points are needed for each of the two days of the race. (20 points between country times 16 countries = 320 points needed in all.)
- Any points left over may be used to buy special privileges in the classroom at a later date, such as additional time to complete other work, free time to do with as each team wishes, more library time, chance to view a special videotape, etc.

- Calculate these points at a rate of 25 left-over points to one Special Privilege Point.
- These points may be divided between the individual team members to use as they see fit, or given to the teams as a whole.

Options At any time, points may be added for outstanding behavior or subtracted for disruptive behavior. If you choose, a committee of team captains (other than the presenting team) may help evaluate presentations and assign points earned for the research and activity phases.

Certificates of participation All students should receive certificates regardless of whether or not their team arrived at the New Zealand stop. The certificates should show the number of points earned by their team. If you wish, they may also show the number of points earned by the individual student. Any student who did not cooperate or assist their team does not receive a certificate.

Individual evaluation Where individual evaluation is required (such as when ABC-type grades are given), the following may be used to determine the grade.

- Number of points earned by the team during Phase 1, plus points earned individually during Phase 2 and Phase 3.
- Plus the score on the POST TEST.
- ***Optional:*** *The teams can grade their members (secret ballot, of course), based on amount of work done and cooperation.*

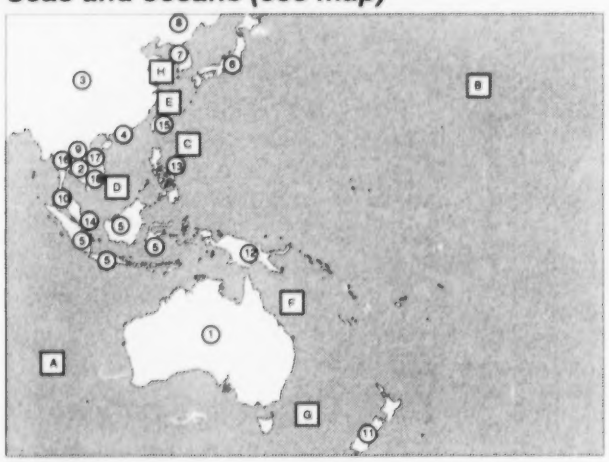
ANSWERS: Pre-Post Test - 1

ANSWERS

Part 1

	Country	*Capital*
1.	Australia	d. Canberra
2.	Cambodia	a. Phnom Penh
3.	China	h. Beijing
4.	Hong Kong	c. Victoria
5.	Indonesia	b. Jakarta
6.	Japan	e. Tokyo
7.	South Korea	g. Seoul
8.	North Korea	f. Pyongyang
9.	Laos	r. Vientiane
10.	Malaysia	m. Kuala Lumpur
11.	New Zealand	j. Wellington
12.	Papua New Guinea	l. Port Moresby
13.	Philippines	p. Manila (Quezon City)
14.	Singapore	q. Singapore
15.	Taiwan	k. Taipei
16.	Thailand	o. Bangkok
17.	North Vietnam	n. Hanoi
18.	South Vietnam	i. Saigon

Seas and oceans (see map)



Part 2:

1. Confucianism, Buddhism, Islam, Christianity, Hinduism, Shinto
2. Mongols, Khan
3. Ferdinand Magellan, Philippines
4. Dutch, English
5. Spain
6. Japan, Matthew Perry
7. French, French Indochina
8. World War II, Korean War, Vietnamese conflict

Part 3:

1. Hong Kong
2. Australia
3. New Zealand
4. English
5. Mekong
6. Angkor Wat
7. Monsoons
8. China
9. Japan
10. Korea
11. Laos
12. Indonesia
13. Indonesia
14. Papua New Guinea
15. Philippines
16. Singapore
17. Taiwan
18. Thailand
19. Vietnam
20. all answers are correct

ANSWERS: Task Cards - 2

ANSWERS

Stop Cards—General

1. *Capitalism:* Economic system controlled chiefly by individuals and private companies instead of by the government. *Socialism:* National or local government rather than individuals own national resources and control their use. *Imperialism:* The policy or action by which one country controls another country or territory usually by military means. *Republic:* Any form of government whose leader or leaders are elected. *Monarchy:* A form of government in which one person inherits or is elected head of state for life. *Communism:* Economic system controlled by the government.
2. *Confucianism:* Philosophy based on ideas of Chinese philosopher Confucius. *Buddhism:* Founded in India by Buddha. *Islam:* Preached by prophet Muhammad, born an Arab in 570. *Hinduism:* Major religion of India. Developed over thousands of years and many cultures and religions. *Christianity:* Based on teaching of Jesus Christ.
3. *Exports:* Products that leave the country. *Imports:* Products that come into the country. This determines how wealthy a country is. Some important exports and imports are agricultural products and manufactured products.
4. *Australia:* Great Barrier Reef. *Cambodia:* Angkor Wat. *China:* Great Wall. *Hong Kong:* Victoria Peak. *Indonesia:* Central Java Cultural Center. *Japan:* Imperial Palace. *Korea:* 38th parallel. *Laos:* Plain of Jars. *Philippines:* Corregidor. *Singapore:* Raffles Hotel. *Taiwan:* Dragon Boat festival. *Thailand:* River Kwai. *Vietnam:* rice paddy.
5. The animals are fauna and plants are flora. Rain forests, rich vegetation, palm trees, rubber trees, komodo dragons, marsupials, water buffalo, anteaters, snakes.
6. Human rights, poverty, lack of education, import more than they export, pollution.
7. Canberra, Phnom Penh, Beijing, Victoria, Jakarta, Tokyo, Seoul, Pyongyang, Vientiane, Kuala Lumpur, Wellington, Port Moresby, Manila, Singapore, Taipei, Bangkok, Hanoi, Saigon.
8. Monsoons, typhoons, earthquakes, and volcanic eruptions are main natural disasters. The weather is generally hot and humid, except for the northern area of China and southern area of New Zealand which can be cold and snowy.
9. Most of the countries were occupied by other countries (i.e., France, Japan, China). Australia was started by prisoners being sent from Great Britain. New Zealand was discovered and named in 1642 by Abel Tasman, a Dutch navigator.
10. Australia, Papua New Guinea, New Zealand, Malaysia, Vietnam, Cambodia, Thailand, North Korea, and Indonesia are primarily agricultural. China, Japan, Taiwan, Singapore, South Korea, Hong Kong, and Japan are primarily industrial. Philippines is agricultural and industrial. The agricultural countries are poorer than the countries that manufacture products.
11. Per capita is the amount of money coming into the country divided by the number of people in that country. If not much money is coming in, the people will not live as rich a life as the people in countries that have a lot of money. Laos and Cambodia have little income; Japan and Hong Kong have a greater amount. The reasons for this have to do with their exports and the amount of money they get from their exports. A limited

number of exports can be due to country's philosophy, religion, education, government, and leadership.

12. Answers may vary. Some samples: Japanese use chopsticks; when invited to a house they bring a gift. In Papua New Guinea pigs are given right of way on road. In Thailand the people smile when embarrassed, never touch a monk, enjoy cockfights. Knowledge of individual country's customs positively affects people's relations with one another.

ANSWERS

Stop Cards—Specific

1. Thailand. Motor bike taxi
2. Government approved shop for tourists.
3. Spanish explorers colonized the Philippines in 1500s. The islands were named after King Philip II of Spain.
4. To collect swift's nest for soup in Malaysia.
5. Melbourne was founded by free people; Sydney was founded by prisoners.
6. Wallabies, tasmanian devils, cassoway birds
7. Largest monolith in the world; has spiritual significance for aborigin
8. *Island:* surrounded by water. *Continent:* large body of land. Australia is an island continent.
9. Guards the sheep and keeps them from straying. Wool is an export of these countries.
10. They were a major trading product.
11. A large group of islands
12. 1997
13. Raffles; Sir Stamford Raffles
14. Left China, went to Taiwan
15. Laos
16. Mekong River
17. Architecture in beautiful gardens; shrines, temples
18. *Sushi:* rice flavored with vinegar and topped with raw fish; *Tofu:* made of bean curd
19. Papua New Guinea
20. *Lunar:* moon; *solar:* sun
21. Temple of an early civilization that lived in northwestern Cambodia from early 800 to 1400; Cambodia.
22. China. Terra cotta army of 1,000 soldiers. We learn about attire and size of past armies.
23. To keep out invaders.
24. After WW II North=communist; south=democratic
25. Cambodia
26. Thailand
27. Played in Thailand with a rattan ball using no hands. The ball can't touch the ground. The game is scored according to dexterity.
28. Long life, welcome, good luck. Philippines
29. Causeway bridge: walkway with water pipes
30. Monkey; Islam
31. Wayang Kulit: puppets made of leather; Wayang Golek: wooden puppets
32. Decrease in buying so Hong Kong not able to use for trade
33. Western clothing; Western clothing
34. Hong Kong (Lantau)

ANSWERS: Task and Fate cards - 4

35. *Equator:* straddled by Indonesia. *38th parallel:* divides North Korea—communist—and South Korea—democratic.
36. Lion City. There are no lions—used to be tigers.
37. Pipes under the floor carry hot air from an indoors fireplace or the kitchen.
38. France which proclaimed a protectorate over Laos in 1893.
39. January 2, New Years; December 23, Emperor's birthday. They stand outside and offer good wishes to the Imperial family. Since the end of World War II the emperor is no longer considered a god.
40. Melodrama of historical dramatic events preformed by men.
41. *Paw paws:* papaya. *Pandanus nuts:* edible fruit from a tropical tree or plant that grows into screw pine
42. France
43. Balances an item on each end of a long pole.
44. *Dragon:* power. *Unicorn:* kindness. *Turtle:* long life. *Phoenix:* peace.
45. Hue, Vietnam
46. Because they are going to fight like native people used to.
47. Extended family, gardens
48. *Kiwi:* a New Zealand bird that cannot fly. *Kiwi fruit:* New Zealand fruit named after the bird.

ANSWERS

Fate Cards

1. Indonesia. Krakatau is a volcanic island
2. China. Silk Road was for trade.
3. Hau Par Villa amusement park in Singapore.
4. Seasonal wind.
5. Thailand. The monkeys are picking coconuts for the plantation owners.
6. Philippines. A dancer has to jump between two clicking sticks.
7. Aborigines are the native people of Australia.
8. New Zealand. North more habitable, but smaller, than south.
9. Ships, tall buildings, big city, cars, ferries. You may also see Hong Kong, Kowloon, islands of the South China Sea
10. Buddhist. The souls of the dead are released from the underworld late in July or August for a month vacation on earth.
11. Natural medicines made from herbs. Ginseng is known as a rejuvenator and elixir of life.
12. April. They release fish and birds to show compassion for animals.
13. Japan. Giant fictional lizard from Japanese films.
14. Yes. Papua New Guinea. Overgrown vegetation, lots of creatures such as water snakes and alligators.
15. Vietnam. Saigon.
16. A rain forest has unique layers of vegetation and is inhabited by all kinds of animals and insects. It helps regulate the world's oxygen, and it has many trees and plants there that are used for medicines.
17. Australia. Made of living organisms.
18. Indonesia. Largest living lizard
19. Hungry Ghost Festival
20. Japan. They wrestle in a square ring.
21. Philippines. Japanese ship
22. G'day, come put some shrimp on the barbi.
23. Barley, wheat, millet
24. Japan. Divine Wind

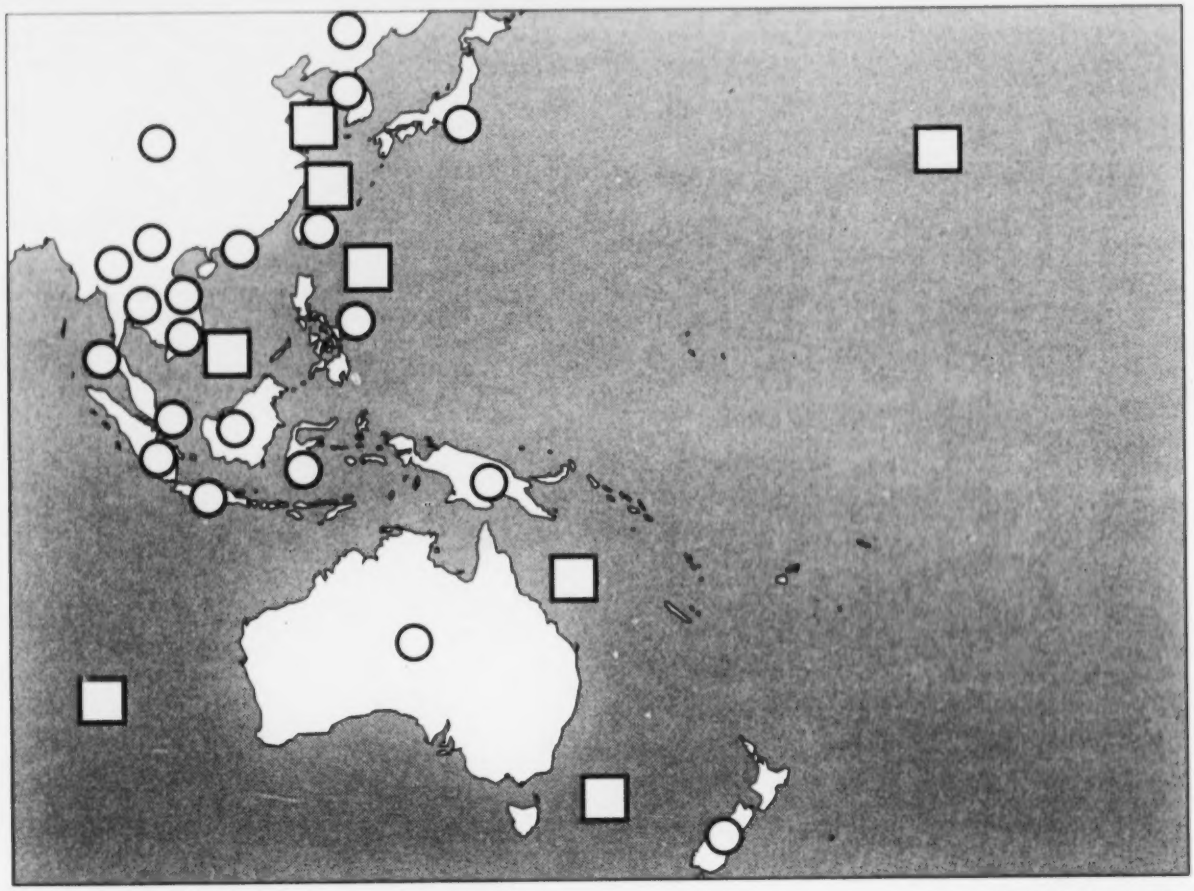
PRE/POST TEST - 1

Name _____

Part 1

Instructions: 1) Fill in the number of the name of the country ih the circles on the map. 2) Draw a line from the country to its capital. 3) Fill in the letters of the seas and oceans in the squares:

Country	Capital	Seas and oceans
1. Australia	a. Phnom Penh	A. Indian Ocean
2. Cambodia	b. Jakarta	B. Pacific Ocean
3. China	c. Victoria	C. Philippine Sea
4. Hong Kong	d. Canberra	D. South China Sea
5. Indonesia (4 circles)	e. Tokyo	E. East China Sea
6. Japan	f. Pyongyang	F. Coral Sea
7. South Korea	g. Seoul	G. Tasman Sea
8. North Korea	h. Beijing	H. Yellow Sea
9. Laos	i. Saigon	
10. Malaysia	j. Wellington	
11. New Zealand	k. Taipei	
12. Papua New Guinea	l. Port Moresby	
13. Philippines	m. Kuala Lumpur	
14. Singapore	n. Hanoi	
15. Taiwan	o. Bangkok	
16. Thailand	p. Manila (Quezon City)	
17. North Vietnam	q. Singapore	
18. South Vietnam	r. Vientiane	



PRE/POST TEST - 2

Part 2

Instructions: Fill in the blank with the missing word/s from the answer box below. You may copy the answers from the answer box. Misspelled words are considered wrong.

1. List six major religions found in this area: _____, _____, _____, _____, _____, _____
2. The first Asian conquerors were the _____. One of their most famous leaders was Chingis (Genghis) _____.
3. The first European explorer to circle the globe and see these countries was _____ _____. He was killed on an island in the _____.
4. Two European trading companies important to this area were the _____ East India Co. and the _____ East India Co.
5. The Philippines were colonized by _____.
6. _____ closed its ports to all outsiders. American, Commodore _____ _____ sailed into Japanese waters and established trade in 1853.
7. Cambodia, Laos, and Vietnam were combined under _____ rule and were called _____.
8. During the 20th century there were three major wars in this area: _____, _____, and the _____.

Answer box

Vietnamese conflict	Matthew Perry	Confucianism	Dutch
World War II	Hinduism	Japan	Buddhism
Shinto	Islam	Khan	Mongols
Philippines	French	Ferdinand Magellan	Christianity
French Indochina	Korean War	Spain	English

PRE/POST TEST - 3

Part 3

Instructions: Underline the correct answer from the three possbilities listed after the question.

1. Which country will soon become part of mainland China again? (Taiwan, Korea, Hong Kong)
2. Aborigines of the Outback are the native people of which country? (Indonesia, Australia, New Zealand)
3. The Maoris are the native people of which country? (Indonesia, Australia, New Zealand)
4. What is the major language of New Zealand and Australia? (Chinese, English, Malaysian)
5. What is the name of the major river running through Thailand, Laos, Vietnam, and Cambodia? (Mekong, Nartong, Yangtze)
6. What are the famous temple ruins in Cambodia called? (Kowloon, Angkor Wat, Hiroshima)
7. What are the damaging high winds with severe rains called? (Kwai, Krakatoa, Monsoons)
8. What country was ruled by powerful groups, or families, called dynasties? (Philippines, Vietnam, China)
9. Cherry blossoms, gardens, and tea ceremonies are important in which country? (Japan, Laos, Indonesia)
10. The 38th parallel is important to which country? (Thailand, Korea, New Zealand)
11. The Hmong Tribes are found in the north of which country? (Laos, Philippines, China)
12. The remains of the ancient Java man were found in which country? (Indonesia, Malaysia, Japan)
13. The small, very wealthy country of Brunei is found on the northern shores of which country? (Australia, Philippines, Indonesia)
14. Pidgin English is an important language in which country? (Laos, Vietnam, Papua New Guinea)
15. Which country once belonged to the United States? (Australia, Philippines, Korea)
16. Sir Stamford Raffles and the Raffles Hotel are important to the history of which country? (Hong Kong, Singapore, New Zealand)
17. Which of these countries has the highest per-capita income? (China, Taiwan, Laos)
18. Which of these countries was formerly known as Siam? (Vietnam, Cambodia, Thailand)
19. The Tet Festival is important in which country? (Vietnam, Indonesia, Japan)
20. Each country in this area has interesting (customs, history, scenery, way of life).

Part 4

Directions: On the back of these pages:

1. Summarize the main points discussed by the class in SUMMING UP concerning the similarities and differences between the countries of this area, and between them and the United States.

2. List problems that might be faced by immigrants, tourists, and business representatives traveling between these countries, and these countries and the United States. List possible solutions to these problems.

FACTSHEET

Directions: Fill in the following blanks. Use words or phrases, not sentences. Use a large map to help explain the first four items. If your class does not have a large map of this area, enlarge a smaller map. Write any unusual words on the chalkboard for your classmates to copy.

Neighboring countries: _____

_____

Physical features: _____

_____

Capitol: _____

Main cities: _____

******

Climate: _____

Population and ethnic background: _____

_____

Language(s): _____

Money: _____

Type of government: _____

Religion(s): _____

Educational system: _____

Chief exports: _____

_____

Chief imports: _____

_____

Per capita income: _____

Tourist attractions: _____

_____

_____

Major problems currently facing country: _____

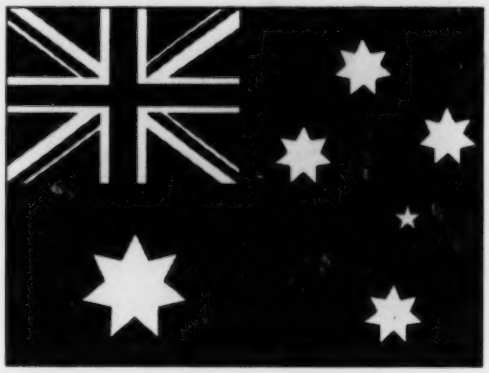
_____

Put the answers to these two items on a separate piece of paper:

- Historical events (briefly)
- General information (customs, family life, recreation, etc.)

ACTIVITY SHEET: AUSTRALIA

Reports



- *Aborigines
- *Great Barrier Reef
- *Early settlers—Penal colony, Gold Rush
- *Marsupials
- Royal Flying Doctor Service
- School of the Air
- Cyclones, hurricanes, tornadoes
- Jewels—particularly opals

Projects

- *Create an 8"x12" flag of Australia to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Create a diorama of a sheep station.
- Illustrate the underwater world of the Great Barrier Reef (colored paper cutouts with light blue tissue overlay brushed over with starch).
- Make jewelry from natural products.
- Make a chart of marsupials.
- Create a diorama of an aborigine camp—Ayer's Rock in background.
- Demonstrate use of boomerang (purchase or make), possibly have contest.

Experiences

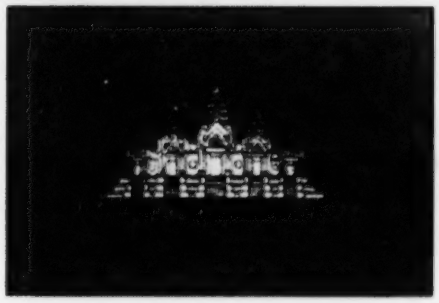
- *Create a videotape tableau, or skit, summarizing what is important to remember about Australia for use in Phase 4.
- Pretend you are a movie producer looking for a location to film a movie such as "Crocodile Dundee." Create a skit describing various sites, such as the outback, cities, barrier reef. Include an Australian greeting.
- Write a letter to a pen pal. Describe your life on a sheep station, including the School of the Air and the Royal Flying Doctor Service.
- Act out the song "Waltzing Matilda." Explain meaning of words and teach the song to the class.
- Create a skit in which you are a dispatcher at the Royal Flying Doctor Service. Listen to incoming calls and tell the callers what home remedies to use or inform them you are sending a doctor.

Race knowledge (You'll need to know about the following.)

- Sayings—G' day, shrimp on the barbe
- Tasmanian National Park—animals
- History of Melbourne and Sydney
- Difference between a continent and an island
- Ayer's Rock
- Exports
- Great Barrier Reef
- Aborigines

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: CAMBODIA



Reports

- *Mekong River, Tonle Sap—flooding and silt deposits
- *Angkor Wat
- *Khmer Empire
- *Monsoons
- Natural rubber production
- Pepper production
- French colonization
- Lunar and solar calendars
- Export/import trade—explain and tell importance
- Plywood

Projects

- *Create an 8"x12" flag of Cambodia to display on class bulletin board.
- *Make a timeline showing the important historical events.
- Create a diorama or table-top display of Angkor Wat.
- Write a story about two children (one who lives in the city of Phnom Penh and the other who lives in the country) trading places.
- Make a chart illustrating how plywood is made.
- Compare the use of motorcycles and bicycles. Perhaps make a chart or have a debate as to the advantages and disadvantages of either of them.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Cambodia for Phase 4.
- Describe and/or demonstrate these games:
  Teanh-Preat—Cambodian tug-of-war
  Leak Kansaeng—Cambodian version of drop-the-handkerchief
  Sei—contest involving keeping a feather in air the longest, or keeping a ball in motion using only your feet.
- Discuss meaning of the proverbs:
  "Death or survival depends on the tongue."
  "One who can turn the tongue can turn the world."
- Take a known song (i.e., Mary Had a Little Lamb) and add new words as you sing it. Try to use Cambodian words for people, animals, etc.
- Pretend you are a guide on a tour bus traveling across Cambodia. Explain what you might see.

Race knowledge (You'll need to know about the following.)

- Lunar/solar calendars
- Kampucheau
- Angkor Wat
- Monsoons

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: CHINA

Reports

- *Silk road
- Silk industry
- Tiananmen Square plus 1989 uprising
- Marco Polo
- *Forbidden City
- *Great Wall
- Opium War
- Tea production
- Boxer Rebellion
- Pandas
- Erosion and weathering; include Stone Forest in Kuming
- Pearl Buck

Projects

- *Create an 8"x12" flag of China to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Make a diorama or box city of Forbidden City, Great Wall or Xian.
- Get silkworms and mulberry leaves, raise worms, and watch them turn into caterpillars; unwind the cocoon.
- Demonstrate Tai Chi.
- Make a black-and-white mosaic of pandas.
- Make a chart of the years in the Chinese calendar.
- Create the diary of an artist whose work was destroyed during the Great Proletarian Cultural Revolution (1966-1976), but who is now free to do art work again.
- Teach the class how to play mah jong or Chinese checkers.
- Make a wall newspaper.

Experiences

- *Create a video tableau, or skit, summarizing what is important to remember about China for Phase 4.
- Demonstrate a New Year's celebration—complete with dragon and parade.
- Act out a dinner in a Chinese home—explain foods, demonstrate chopsticks, clap.
- Exchange money, go to Friendship Store (no bargaining); salesperson tells about wares—lacquer ware, porcelain, silk, statues at Xian.
- Act out the story of the princess who discovered silk, beginnings of the industry, westerners trying to steal cocoons.
- Copy and explain Chinese written characters—brush painting.
- Juggle objects—balls, plastic plates on sticks, etc.—for the class.
- Put on a circus.

Race knowledge (You'll need to know about the following.)

- Xion statues
- Silk road
- Great Wall

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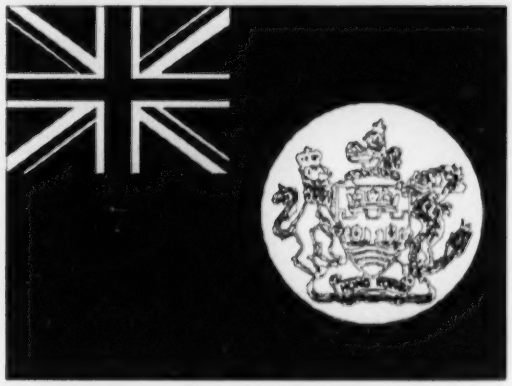
ACTIVITY SHEET: HONG KONG

Reports



- *Compare Hong Kong Island, Macau, Kowloon, New Territories
- *Taoism
- *Herbs
- *Duties and duty-free ports
- Hydrofoils
- Incense

Projects

- *Create an 8"x12" flag of Hong Kong to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Write a tourist guide explaining local sites, festivals, and celebrations.
- Create a Hong Kong stamp, commemorating the city's return to China.
- Make a box city of Hong Kong showing high rises, tunnels, etc.
- Prepare a sample dim sum.
- Compute the cost of a half-day tour for four people in United States dollars—280 HK dollars. Show United State's dollar equivalent.
- Make a model of a sampan.
- Make a bamboo-type bird cage (possibly use toothpicks). Put an artificial bird in it.
- Create a diorama of the Aberdeen harbor with the fishing folk.
- Make jade-like trinkets; possibly use bread-dough colored green.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Hong Kong for Phase 4.
- Pretend you and a friend go to a tailor to have suits made. Select material from bolts of material. Be measured. Try on completed suits. Possibly the suits don't fit because your orders were mixed up. You rearrange your clothing to show how it is too small for you.
- Go to a fortune teller, who reads your future by looking at your palm.
- Pretend you are a tour guide taking tourists around Hong Kong in a rickshaw. Point out the important sites.

Race knowledge (You'll need to know about the following.)

- 1997—year Hong Kong returns to China
- World's largest Buddha
- Fur trade
- Victoria Peak

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: INDONESIA

Reports

- *Volcanoes—Krakatoa
- *Komodo dragon and other unusual animals —banteng, gibbon
- *Dutch East Indies
- *Islam religion
- Java Man
- Spices
- Archipelagos
- Ring of Fire
- Coffee production

Projects

- *Create an 8"x12" flag of Indonesia to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Make a clay model—or sponge or papier mache–of komodo dragon.
- Make a batik scarf or T-shirt.
- Paint a rural or city scene on bark or a large leaf.
- Create a diorama of Toraja's Hanging Graves.
- Make a model of a home with unusual roof and carvings.
- Make a chart with drawings of spices—nutmeg, cinnamon, cloves, mace, pepper—briefly explain harvesting and uses.
- Make a crepe paper replica of a rafflesia.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Indonesia for Phase 4.
- Pretend you are an archaeologist meeting a native of one of the isolated tribes on Irian for the first time. Interview him about what his life is like and how he feels about foreigners coming to his land.
- Perform a barong dance from Bali, where a dragon-like beast fights with the queen of witches and evil.
- Enact the archaeologist's discovery of the Java Man, explaining his importance and how he is removed from his original site.
- Act out your cruise through Indonesia's islands. Be descriptive and dramatic.

Race knowledge (You'll need to know about the following.)

- Krakatau
- Importance of spices
- Archipelago
- Wayong kulit puppet
- Wayong golek puppet
- Equator

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: JAPAN

Reports

- *Shintoism
- Bullet train
- Whaling and fishing industry today
- Filmmaking in Japan; include movie "Godzilla"
- *Tea ceremony
- *Earthquakes
- *Douglas MacArthur
- *Typhoons—kamikaze
- Admiral Matthew C. Perry
- *Ainu—native people on northern island of Hokkaido

Projects

- *Create an 8"x12" flag of Japan to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Teach class how to use chopsticks.
- Make a boat for Bon Festival and explain the meaning of the festival.
- With parent's help make stilts (uma) and learn how to use them.
- Assemble a multiple-string kite.
- Make tissue paper cherry blossoms on twigs or drawing of branches.
- Find rice candy and bring some into class for everyone to sample.
- Make a miniature shoe box garden. Put rocks, sand, small plants, perhaps Tarii in the box.
- Prepare a chart and kit for earthquake preparedness.
- Make a diorama of a Feudal castle with samurai.
- Make a chart showing judo-grading system.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Japan for Phase 4.
- Enact a picnic to celebrate Children's Day (May 5), enjoying the cherry blossoms, ethnic foods, kites, baseball; writing haiku.
- Enact a child, your age, cramming for tests, going to special school, praying to Tenjin, showing respect for teacher, taking test, passing test, celebrating.
- Act out a visit to a Japanese home; leave hotel, take subway, bow, take gifts, remove shoes, tea ceremony. Include answering "yes" and what it means.
- Design a pachinko game—possibly computer generated.
- Arrange flowers; as you do, describe what you are doing and why.

Race knowledge (You'll need to know about the following.)

- Mount Fuji
- Art and nature together
- Sumo wrestler
- Sushi/tofu
- Imperial Palace
- Kubuki theater
- Godzilla
- Kamikaze

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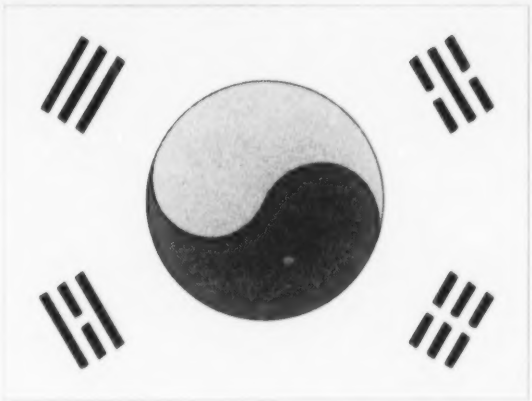
ACTIVITY SHEET: KOREA



Reports

- *North Korea—use FACTSHEET
- Grains grown—barley, wheat, soybeans, millet
- Martial arts—judo, etc.
- Propaganda
- 24th Olympics in 1988
- Ginseng—herbal medicine
- Ginger
- Longitudes and latitudes (parallels)
- Amethyst and smoky topaz
- *Hangul
- *Pacific currents

Projects

- *Create an 8"x12" flag of Korea to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Make up your own alphabet and words (similar to Hangul) and teach them to class.
- If you are taking gymnastic lessons, demonstrate acrobatic stunts.
- Make a diorama of ruins of Kyongju.
- Draw four pictures of the same scene showing how it looks in all four seasons.
- Bring sample of Kimchi to class. Explain how you prepared it.
- Design your own money.
- Make a rubbing of a leaf using black crayon. Write Shijo poetry about it.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Korea for Phase 4.
- Use the assembly-line method to make an object, possibly a sandal made out of cardboard.
- Retell the "lost child" legend of Wmiel-leh bell; elaborate on original story.
- Write and then read a newspaper about an important place or events in Korea, particularly during the last 20 years.

Race knowledge (You'll need to know about the following.)

- Grains (see above)
- 30th parallel
- Ondol heating method

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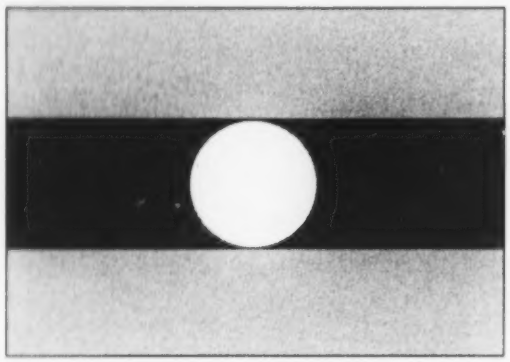
ACTIVITY SHEET: LAOS



Reports

- *Mekong River—artery of country
- *Ho Chi Minh Trail
- *Hmong tribes of the north
- *Communism
- Fish hatcheries
- Teak
- Refrigeration—include information on life without it and its future
- Large cat family—tigers, leopards, etc.
- Jungle
- *Golden Triangle—drug trafficking
- Mosquitoes

Projects

- *Create an 8"x12" flag of Laos to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Sew a pandau wall hanging.
- Make a yarn design on cardboard; cover with aluminum foil, rub with black shoe polish (paste) to resemble silverwork.
- Create a diorama of Plain of Jars. Make up a legend of how it came to be.
- Make a chart of unusual animals.
- Make a chart comparing three groups of people found in Laos.
- Write a newspaper editorial discussing life of people under communist form of government.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Laos for Phase 4.
- As a group, draw a picture. The first person draws squiggly brush stroke then passes paper on to next person who adds his/her line, etc.
- Demonstrate For Bound celebration debate (verbal battle)—communal farm vs. individual farms/women doing laundry vs. men doing it, etc.
- Make fortune tole (25, instead of 100). Tell the fortune of four or five people.
- Blow bubbles or clap erasers to represent releasing fish and birds to celebrate New Years. Tell about other customs.

Race knowledge (You'll need to know about the following.)

- April New Years
- Ho Chi Minh Trail
- Mekong River
- History

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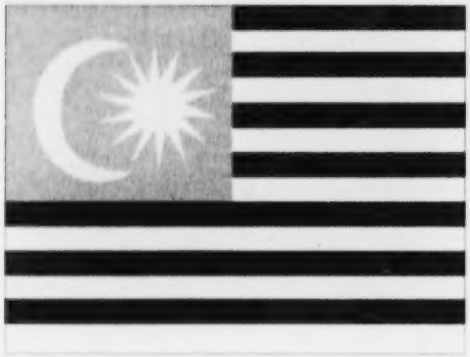
ACTIVITY SHEET: MALAYSIA



Reports

- *Rainforests
- *Country of Brunei
- *Hinduism religion
- *British East India Company
- Brocade
- Seashells
- Palm oil; its refining and value today
- Time zones throughout the world

Projects

- *Create an 8"x12" flag of Malaysia to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- *Debate pros and cons of the following:
  —dictatorship such as in Brunei
  —the effect of a young population (45% of Malaysians are under 15)
  —destroying the rain forest to build the Genting Highlands resort. Was it worth it?
- Sponsor a kite-fly during Phase 4. Challenge Thailand and Japan to a kite fight.
- Explain what Songket is.
- Create a seashell craft—jewelry, wind chimes, etc.
- Create a diorama of a Sarawak long-house.
- Explain a gasing top.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Malaysia for Phase 4.
- Develop a skit showing a home scene—taboos, planning meal (home-grown foods), practicing gasing for upcoming big tournament, worrying about father not coming home—evil spirits after dark.
- Plan a bicycle sight-seeing tour, including staying at youth hostels. Tell about the sights you will see.
- Perform Lion or Dragon dance and give out pretend money wrapped in lettuce leaves.

Race knowledge (You'll need to know about the following.)

- Climbing fish
- Gomantong Caves
- Long house
- Rainforest

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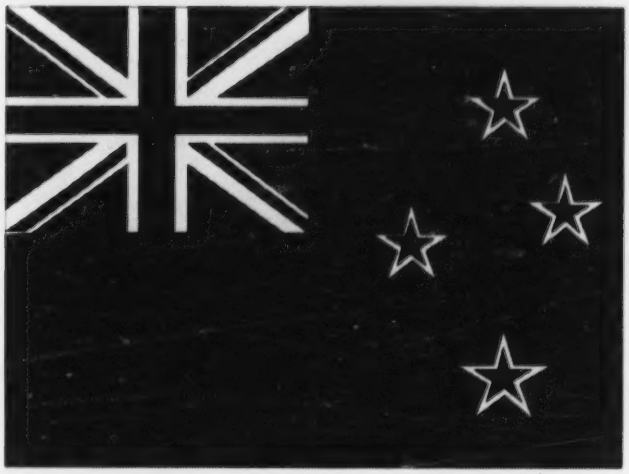
ACTIVITY SHEET: NEW ZEALAND



Reports

- *Maori tribes
- *Captain Cook
- *Protestant religion
- Geysers—Rotorua
- Fjords
- Glowworm Grotto
- Game of polo
- Sheep growing—Merino in particular
- Whaling, including types, etc.
- Tuatara lizard
- Types of pleasure fishing—fly fishing, deep sea fishing, etc.

Projects

- *Create an 8"x12" flag of New Zealand to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Plan a two-week tour of New Zealand for a family of four, include driving a rental car or camper.
- Carve statues of Maori figures—soap, vermiculite and plaster of Paris, or papier mache.
- Make a model of an award-winning stuffed trout.
- Create a diorama of fjords, geysers, or grotto.
- Design a business card—needed in all countries.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about New Zealand for Phase 4.
- Debate a dispute between New Zealand and the United States concerning nuclear ships entering their harbors.
- Develop a skit of you and a friend fly-fishing at Rotorua; talk about sites you have seen in the area.
- Announce a make-believe polo match or soccer game. Describe pre-game Maori dances.
- Be a tour guide on a helicopter ride over South Island and tell about the sights you will see.
- Go on a bird-watching expedition, describing several birds you might see and experiences you might have.

Race knowledge (You'll need to know about the following.)

- Shotover River
- Sheep dogs
- Maori dance and rugby
- Kiwi bird
- Kiwi fruit

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: PAPUA NEW GUINEA

Reports

- *Pidgin English
- Wind surfing
- *Volcanoes—explain black sand beaches
- Old Stone Age people; ethnic groups isolated in mountains/islands
- Types of banana production
- Seashells
- Mangrove Swamp
- Clans and tribes
- Spice—cardamom
- Quarantine of plants and animals entering a country

Projects

- *Create an 8"x12" flag of Papua New Guinea to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Design a tourist brochure telling about the important places to visit.
- Make a diorama of jungles with volcanoes and black sand beach.
- Make a diorama of a mangrove swamp and the animals found there.
- Display a collection of seashells; label the shells.
- Create a "creature" by using a branch, twig of tree, or driftwood.
- Obtain samples (or draw pictures) of types of bananas other than those we usually see in our markets.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Papua New Guinea for Phase 4.
- Pretend you are showing the "Mud Man" around your home town, including shopping malls, movies. What might his reaction be?
- Go to the International Wind Surfing Race. Explain wind surfing to someone who knows nothing about it.
- Rent a car and plan a sight-seeing tour around Papua New Guinea.
- Use Pidgin English to talk with a friend—possibly it could be a telephone conversation—about what you are doing after school, etc.

Race knowledge (You'll need to know about the following.)

- Importance of pigs
- Mangrove swamp

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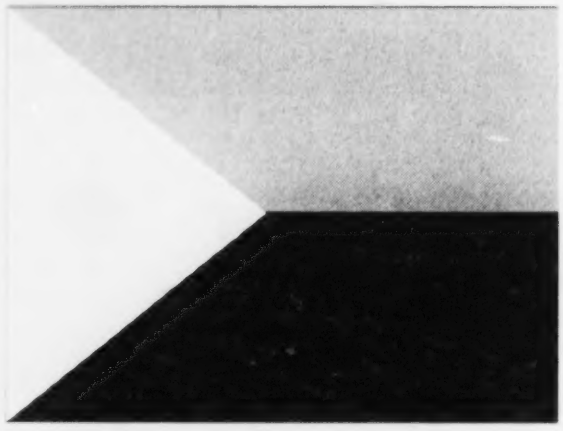
ACTIVITY SHEET: PHILIPPINES



Reports

- *Pollution
- *Tsunami and tidal waves
- *Roman Catholic religion
- Crops—sugar cane, hemp, or bamboo
- Unusual animals—eagle (monkey-eating), tamaraw, tarsier, water buffaloes
- Negritos—ethnic minority
- Hemp production, including twine making (Malilipot)
- Games of country—jai alai, pelota (origins, rules, demonstration)
- Ferdinand Magellan

Projects

- *Create an 8"x12" flag of the Philippines to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Plan a meal. Show or draw pictures of the food you would serve.
- Decorate small truck models to look like jeepneys. Make several for race during Phase 4.
- Dress in native clothing—barong, tagalog, and balintawaks.
- Dress dolls in native clothing.
- Create a diorama of rice fields and houses, with volcanoes in background
- Draw a postcard showing a "must-see" attraction—Nayong Pilipino, Rujal Park, Malacamang. Write a description on the reverse side.
- Teach the class tinikling.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Philippine Islands for Phase 4.
- Plan a skit about a visit to a market bargaining for handicrafts. Use Pilipino words such as Mabuhay.
- Write a story, or TV script, about a hydrofoil ride to Corregidor. Include Spanish pirates of old and/or ghosts of General Douglas MacArthur and General Jonathan Wainwright from World War II.
- Develop a skit dramatizing a bone-jarring ride through the countryside. Explain to the person sitting next to you on the bus what you see along the way, such as houses on stilts, piles of abaca, craftsmen at work, etc.

Race knowledge (You'll need to know about the following.)

- Cebin
- Tinikling
- Spanish influence
- Saying—"Mabuhay"

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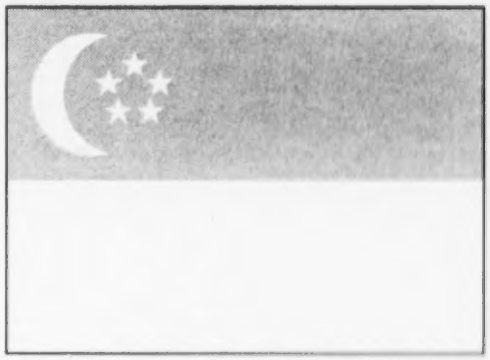
ACTIVITY SHEET: SINGAPORE



Reports

- *Sir Stamford Raffles
- *Sanskrit—language
- Hau Par Villa (Tiger Balm)
- Sentosa Island
- "Ying" and "yang"—Oriental philosophy
- Geckos

Projects

- *Create an 8"x12" flag of Singapore to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Create a diorama of the Temple of Thousand Lights. Use aluminum foil and Christmas tree lights.
- Make separate dioramas showing the ethnic sections of Singapore.
- Trace the complex street pattern of Singapore from a map. Use these lines to create a colorful design or picture.
- Make a chart of unusual animals—now and in the past.
- Illustrate and explain the Dragon kiln.
- Write a diary about the Raffles Hotel and famous people who have stayed there.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Singapore for Phase 4.
- Have a bird contest by bringing birds from home.
- Tell a story, elaborating on the legend explaining the turtle shape.
- Dramatize going through United States Customs on arrival back in the states. Along with usual items, you have a snakeskin, furs, archaeological artifacts, etc., in your suitcase.
- Act out the mistakes you might make driving in Singapore, including a policeman stopping you for driving on the wrong side of the road. Explain the need for an international driver's license and how you obtain one.
- Develop a skit with a trishaw. Include an operator who explains the sights of Singapore. Perhaps you forgot to establish price first and get into an argument.
- Plan an imaginary shopping trip to Change Alley—exchanging money, watching hawkers, looking at the different items that are for sale.
- Present a Reader's Theater production of any of Rudyard Kipling's stories.

Race knowledge (You'll need to know about the following.)

- Causeway Bridge
- Singa Pura—Lion city
- Raffles Hotel
- Hau Par Villa Amusement Park

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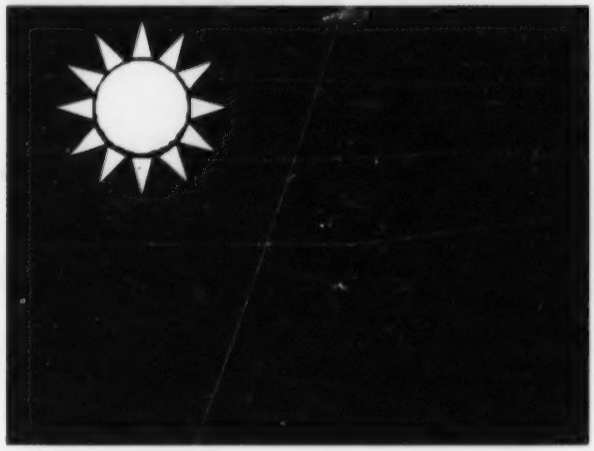
ACTIVITY SHEET: TAIWAN



Reports

- *History of Taiwan (Formosa) after World War II
- *Chiang Kai-shek
- Marble
- Fumaroles and hot springs
- Bamboo; types and significance
- Pagodas vs. temples
- Ramie—fabric used in today's clothing
- Differences in electrical voltage and importance to travelers
- Camphor and sandalwood trees
- Little League Championship games
- Magnetic compass

Projects

- *Create an 8"x12" flag of Taiwan to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Create a diorama of Taroka Gorge and river.
- Make a jigsaw puzzle of a map (or use colorful pictures). Glue map or picture to lightweight cardboard and cut it up into a puzzle.
- Make an opera mask.
- Design your own chop (signature seal) by using a potato or a sponge, etc.
- Create a macramé belt or wall hanging (Tamsui) or chart showing knots.
- Make a collage of items made in Taiwan, including labels from clothing, advertisements, pictures, etc.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Taiwan for Phase 4.
- Either tell a story, develop a skit (with masks), or create a puppet show about the legend of Sun Moon Lake; elaborate on the legend.
- Act out taking a train across country. Point out scenery and important sites.
- Write a travel article telling about important sites.
- Give a play-by-play description of a dragon boat festival (sit on skateboards and race), using Taiwanese/Chinese names.
- Write a skit dramatizing pirates raiding a Dutch East Indies trading station.

Race knowledge (You'll need to know about the following.)

- Ghost Festival
- Chiang Kai-shek

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: THAILAND

Reports

- *Buddhism
- "Bridge on the River Kwai" movie
- Limestone formations
- Coconut production—nutritional value
- Emeralds, rubies, or sapphires—mining, refining, use
- Orchids
- *Thai dances
- *Thai foods—bird's nest soup, etc.
- *Thai sports—fighting fish, boxing, Takraw—demonstrate
- *Drug trafficking in the Golden Triangle

Projects

- *Create an 8"x12" flag of Thailand to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Explain Spirit House—Chao Thai.
- Create a diorama of Bangkok with a tuk tuk.
- Play the theme song from the movie, "Bridge on the River Kwai."
- Make a kite to fly during SUMMING UP & FESTIVAL. Challenge Japan and Malaysia to a kite fight.
- Create a postcard of a tourist attraction—Royal Barge, Chiang Mai City, floating markets, etc. Write a description on the reverse side.
- Make a model of the Bridge on the River Kwai using toothpicks.
- Make Wayang Kulit (shadow puppets). Use them in a puppet play.

Experiences

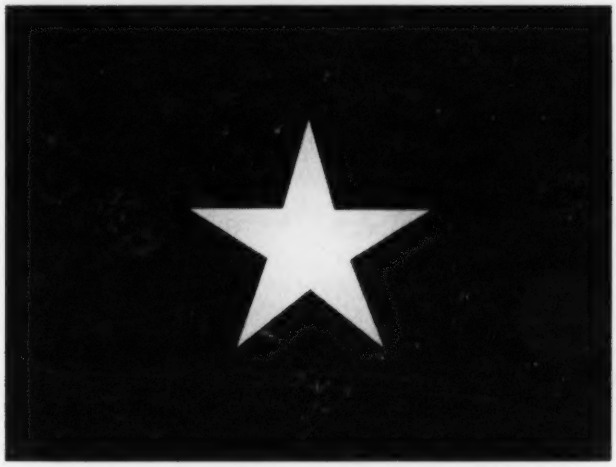
- *Create a videotape tableau, or skit, summarizing what is important to remember about Thailand for Phase 4.
- Present a skit demonstrating traditional greeting, questioning, etc. Perhaps go to a market place and at a Kong tek shop buy a paper house. Include giving alms to a Buddhist monk.
- Present a radio announcement of an elephant roundup in Surin.
- Plan the itinerary for a family of four touring of Thailand.
- With adult help carve vegetables into fancy shapes (radishes into roses) and bring them to class. Explain how you did it.

Race knowledge (You'll need to know about the following.)

- Macaque monkeys
- Scale in store windows
- Takraw
- Ramayana
- Tuk-tuk
- Siam

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ACTIVITY SHEET: VIETNAM



Reports

- *Tet Festival
- *Ho Chi Minh
- Harvesting grunions or ruoi
- Animism
- Pandanus nuts—peanuts
- *Slash-and-burn agriculture
- Trung Sisters
- River pollution, particularly the Saigon River
- Vietnamese pot-bellied pig

Projects

- *Create an 8"x12" flag of Vietnam to display on class bulletin board.
- *Make a timeline showing the most important historical events.
- Make a don ganh and bring it to class. Make objects to put into it. Demonstrate its use.
- Make bright red envelopes to hold gifts of money for Tet.
- Make a cricket cage and get a cricket to keep as a pet.
- Make a white-on-black picture—cut outs or scratch art.
- Make a non la (hat) and decorate.
- Make rice paper.

Experiences

- *Create a videotape tableau, or skit, summarizing what is important to remember about Vietnam for Phase 4.
- Enact a Tet Festival, beginning at midnight the night before and show activities for the next three days or so; include money envelope.
- Make water puppets and design a stage for them. Write a play about life in the Vietnamese countryside to act out.
- Act out the planting, care, and harvesting of a rice paddy. Include poling a boat through the paddy while dealing with leeches and mosquitoes.
- Write a fable explaining why the deer barks like a dog. Read it to the class or tell it as a storyteller might.

Race knowledge (You'll need to know about the following.)

- Saigon
- History
- Don ganh
- Mythical animals—dragon, unicorn, turtle, phoenix
- Perfume River

Activities with an asterisk (*) should be done first. If you can think of any other activity, get permission from your teacher before starting.

ADDITIONAL ACTIVITIES

- Bring a newspaper article about your country into class or write up a news story heard on the radio or TV.
- Make a model, diorama, mural depicting an important place or event.
- Make a crossword, word find, scrambled letter puzzle.
- Make a collage of colorful pictures.
- Draw a postcard showing a "must see" attraction in your country; write a description on the reverse side.
- Make a chart showing unusual plants, animals, or birds.
- Retell a story, myth, or legend—or dramatize it or make it into a Reader's Theater production.
- Explain the symbols shown on country's flag or seal.
- Write and enact a play concerning an important historical event.
- Make a large map showing where the major tourist attractions are found.
- Arrange for a visitor or group from your country to come to class and to tell about the country; show videos or slides, demonstrate a dance, etc.
- Make a chart of common words of the country, including pronunciation, respelling and meaning; use your chart to teach the words to your classmates.
- Write a newspaper article or TV news report telling about a special sporting event, festival, celebration, etc.
- Bring samples of plants grown or products manufactured.
- Prepare a recipe book for your country's favorite foods or prepare samples of the foods.
- Make a salt-and-flour relief map of your country.
- Mount a picture or map of your country on cardboard and cut it up to make a jigsaw puzzle.
- Dress in appropriate ethnic clothes.
- Dress dolls in appropriate ethnic clothes.
- Plan a reenactment of a festival.
- Make a computer-generated game or activity.
- Write for a pen pal from your country: International Pen Friends, P.O. Box 290065, Brooklyn, New York 11229-0001
- Research sister cities. Write a letter to a city in your country requesting sister-city status.
- If you can think of any other activity, get permission from your teacher before starting.

Mates, be an outstanding traveler, one who meets the everyday people and learns about the cultures of the varied human beings living on the Pacific Rim!

AUSTRALIA

PROJECT/REPORT/EXPERIENCE FORM

Team _____ Date _____

Submitted by _____

Brief description of project, mini-report, or experience completed: _____

_____

_____

Sources of information: _____

_____

Points earned _____

50

POINTS EARNED: PHASE 1—Research

Team _____

Information	_____
Presentation	_____
	_____
Total points earned	_____

Do not lose. You will need to staple this card to the COMBINED TEAM TALLY SHEET in Phase 3.

POINTS EARNED: PHASE 2—Activities

Team _____

Reports	_____
Projects	_____
Experiences	_____
Presentation	_____
Total points earned	_____

Activities done and by whom (points earned on an individual basis):

_____

_____

Do not lose. You will need to staple this card to the COMBINED TEAM TALLY SHEET in Phase 3.

POINTS EARNED: PHASE 3—Day 1—Race

Team _____

Questions answered correctly _____

Fate Card points earned _____

Total points earned _____

Minus Fate Card points _____

Total points earned _____

Students responding to cards and type of card drawn (optional):

_____

_____

Do not lose. You will need to staple this card to the COMBINED TEAM TALLY SHEET in Phase 3.

POINTS EARNED: PHASE 3—Day 2—Race

Team _____

Questions answered correctly _____

Fate Card points earned _____

Total points earned _____

Minus Fate Card points _____

Total points earned—Day 1 _____

Total points earned —Day 2 _____

Total Race points earned _____

Students responding to cards and type of card drawn (optional):

_____

_____

Do not lose. You will need to staple this card to the COMBINED TEAM TALLY SHEET in Phase 3.

COMBINED TEAM TALLY SHEET

Team _____

Points earned: Phase 1 _____
Points earned: Phase 2 _____
Total points earned _____

Team _____

Points earned: Phase 1 _____
Points earned: Phase 2 _____
Total points earned _____
Total points earned for both teams _____

****

Minus points used to purchase ship _____
Total points to date _____

****

Points gained/lost: Day 1 of race _____
Total points to date _____
Points used during Day 1 of race _____
Total points to date _____
Points gained/lost: Day 2 of race _____
Total points to date _____
Points used during Day 2 of race _____
Total points left _____

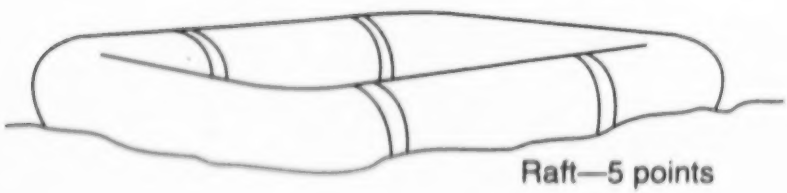
Special privilege bonus points left _____

Assigned to individual students _____ / Assigned to team _____

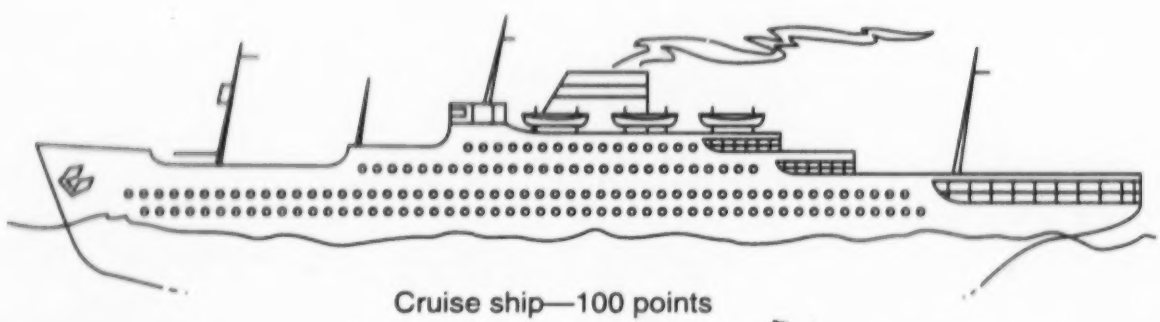
TYPES OF OCEAN-GOING VESSELS - 1

Clipper ship—50 points

Sailboat—15 points



Raft—5 points



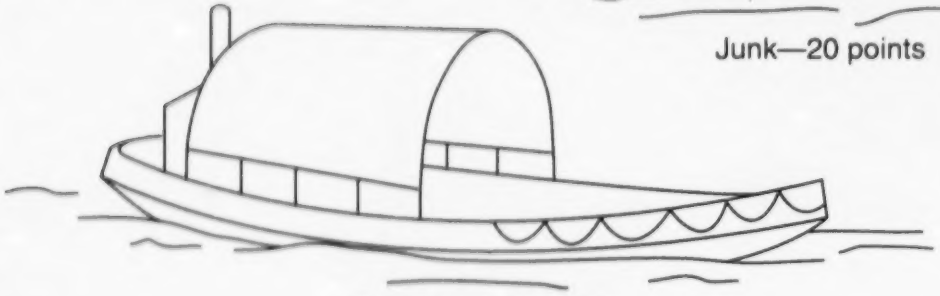
Cruise ship—100 points

54

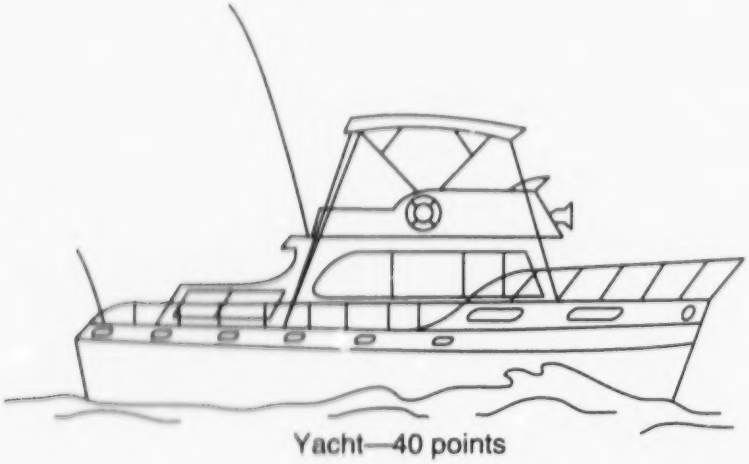
TYPES OF OCEAN-GOING VESSELS - 2

You may wish to design your own ocean-going vessel. Your teacher will assign point value.

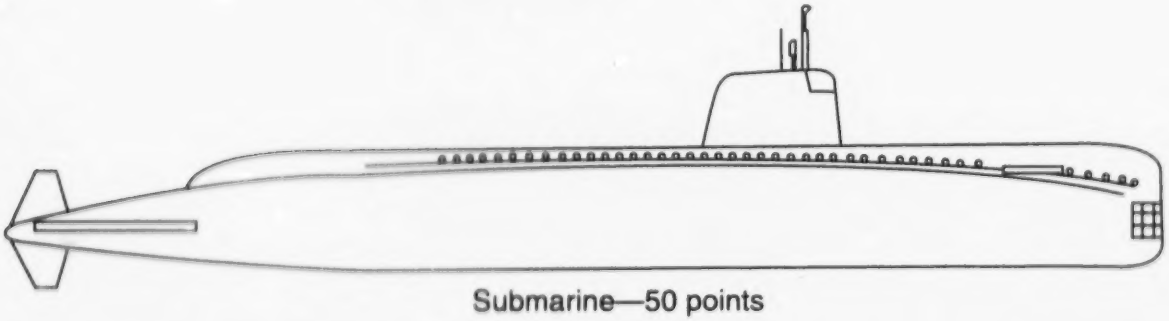
Junk—20 points



Sampan—10 points



Yacht—40 points



Submarine—50 points

STOP CARDS—GENERAL

Scale: 1-20 points each based on the completeness of the answer

GENERAL STOP CARD 1 Briefly explain the various forms of government (capitalism, socialism, imperialism, republic, monarchy, and communism).	**GENERAL STOP CARD 5** Explain the terms flora and fauna. Name five examples of unusual Pacific Rim fauna.	**GENERAL STOP CARD 9** The history of most of these countries—except Australia and New Zealand—have a common root. Explain. Tell why Australia and New Zealand are different.
GENERAL STOP CARD 2 Briefly explain Confucianism, Buddhism, Islam, Hinduism, and Christianity.	**GENERAL STOP CARD 6** What are some of the main problems facing these countries today? Give examples.	**GENERAL STOP CARD 10** Tell whether each of the countries is basically industrial or agricultural. Explain the differences and its importance.
GENERAL STOP CARD 3 What are exports and imports? What importance do they have to a country's economy? Name some important exports and imports for the countries involved in the Pacific Rim.	**GENERAL STOP CARD 7** List the capitals of eight of the 16 countries studied in PACIFIC RIM. (Earn more points if you can name them all.)	**GENERAL STOP CARD 11** What is meant by per-capita income? Give examples of the highs and lows. Explain the possible reasons for these differences.
GENERAL STOP CARD 4 List a "must-see" tourist attraction for each of the countries.	**GENERAL STOP CARD 8** Explain the various types of climate and natural disasters found in the Pacific Rim area.	**GENERAL STOP CARD 12** List five unusual customs found in these countries. How can knowledge of these customs affect relations with the people you meet?

STOP CARDS—SPECIFIC

Scale: 1-10 points each, depending on the completeness of the answer.

SPECIFIC STOP CARD 1 What would you do if you saw a "tuk-tuk"? Explain.	**SPECIFIC STOP CARD 5** Explain the differences between the history of Sidney and Melbourne.	**SPECIFIC STOP CARD 9** Why is the sheep dog so important to both New Zealand and Australia?
SPECIFIC STOP CARD 2 What does it mean if you see a sign with a pair of weighing scales in the window of a shop in Thailand?	**SPECIFIC STOP CARD 6** What unusual animals and birds are found in Australia and in the Tasmanian National Park?	**SPECIFIC STOP CARD 10** Why were the spices found in countries like Indonesia important to the Dutch East Indies and English East Indies companies?
SPECIFIC STOP CARD 3 Explain the reason for the Spanish influence in the Philippine Islands.	**SPECIFIC STOP CARD 7** Describe and explain the significance of Ayer's Rock.	**SPECIFIC STOP CARD 11** What is an archipelago?
SPECIFIC STOP CARD 4 Why do men climb into the Gomantong Caves?	**SPECIFIC STOP CARD 8** What is the difference between a continent and an island? What is Australia?	**SPECIFIC STOP CARD 12** In what year does Hong Kong return to being part of China?

STOP CARDS—SPECIFIC

Scale: 1-10 points each, depending on the completeness of the answer.

SPECIFIC STOP CARD 13 What is the name of the famous hotel in Singapore where famous people, such as writer Rudyard Kipling, stayed. Who is it named for?	**SPECIFIC STOP CARD 17** The people of Japan try to fuse art and nature. Explain what is meant by this and give an example.	**SPECIFIC STOP CARD 21** What is Angkor Wat and where is it?
SPECIFIC STOP CARD 14 Chiang Kai-shek left which Pacific Rim country and became the five-term president of which other Pacific Rim country?	**SPECIFIC STOP CARD 18** Explain what sushi and tofu are.	**SPECIFIC STOP CARD 22** In which country do you find the Xian statues? What are they and what do they tell about the country?
SPECIFIC STOP CARD 15 In what country do you find the Ho Chi Minh Trail?	**SPECIFIC STOP CARD 19** On what island nation are pigs considered sacred?	**SPECIFIC STOP CARD 23** Why was the Great Wall of China built?
SPECIFIC STOP CARD 16 What is the major river in Laos?	**SPECIFIC STOP CARD 20** Cambodia has two types of calendars—lunar and solar. What is the difference?	**SPECIFIC STOP CARD 24** Why is Korea divided into North Korea and South Korea at the 38th parallel?

STOP CARDS—SPECIFIC (Extra)

You may use the following cards, if you wish.

SPECIFIC STOP CARD 25 What is another name for Kampucheau?	**SPECIFIC STOP CARD 29** How do you get from Singapore to Johar Bahrin, Malaysia?	**SPECIFIC STOP CARD 33** What type of clothes would you wear in Hong Kong? What type of everyday clothes would the citizens of Hong Kong wear?
SPECIFIC STOP CARD 26 What country used to be called Siam?	**SPECIFIC STOP CARD 30** What animal is depicted in the murals and the play about Ramayana? What religion is involved?	**SPECIFIC STOP CARD 34** Where is the world's largest bronze statue of Buddha?
SPECIFIC STOP CARD 27 What is Takraw and how is it scored?	**SPECIFIC STOP CARD 31** What is the difference between the Wayong kulit and Wayong golek puppets of Indonesia?	**SPECIFIC STOP CARD 35** Two latitude lines, the equator and 38th parallel, are important to this part of the world. Give the importance of each.
SPECIFIC STOP CARD 28 What does the term Mabuhay (Ma-**boo**-hai) mean and what language is it?	**SPECIFIC STOP CARD 32** How is Hong Kong's fur trade being affected by animal right's groups?	**SPECIFIC STOP CARD 36** The name of Singapore came from the Sanskrit, Singa Pura. What does it mean? Where are they?

STOP CARDS—SPECIFIC (Extra)

You may use the following cards, if you wish.

SPECIFIC STOP CARD 37 Heating in South Korea is done by the ondol method. Briefly explain.	**SPECIFIC STOP CARD 41** What are paw paws and pandanus nuts?	**SPECIFIC STOP CARD 45** In what city and country would you find the Perfume River?
SPECIFIC STOP CARD 38 What European country was important to the development of Laos during the 18th century? Explain.	**SPECIFIC STOP CARD 42** Vietnam was influenced by what European country during the 18th century?	**SPECIFIC STOP CARD 46** Why do the New Zealanders have a Maori war dance before each rugby game?
SPECIFIC STOP CARD 39 Why is Japan's Imperial Palace opened to the public twice a year, but only since World War II.	**SPECIFIC STOP CARD 43** How is a don ganh similar to a teeter totter?	**SPECIFIC STOP CARD 47** If you were invited to stay in a long house on Sarawak, Malaysia, what might you find?
SPECIFIC STOP CARD 40 Explain a Japanese Kabuki theater production.	**SPECIFIC STOP CARD 44** What do these mythical animals represent in Vietnam: Dragon, smiling unicorn, turtle, and phoenix? (two out of the four)	**SPECIFIC STOP CARD 48** Explain the difference between the kiwi and the kiwifruit.

FATE CARDS

Use a minimum of 16.

FATE CARD 1

You are sailing past Java and you see the water surging around you. Smoke is billowing from a mountain on the island. If you know what Krakatau is and what country you are near, you gain 10 points. If not, you must subtract 10 points because you may soon be putting out fires on your boat.

FATE CARD 2

You are traveling the Silk Road. If you can tell what country you are in and the importance of the Silk Road, you must hold your nose and shout "Whew. Does that camel stink!" to receive your 10 points. If you do not know the answer, you must sacrifice 10 points.

FATE CARD 3

You enter into the belly of a huge dragon. Spirits lurk all around you. You visit the 10 Courts of Hell. If you can tell where you are (country and place), you screech in fear and receive 10 points. If not, you lose 10 points.

FATE CARD 4

You are caught in a monsoon raging toward Cambodia. You are being tossed about on the sea. You must explain what a monsoon is. If you can, and you have a sailing ship, you lose valuable time and must pay five points. If you can explain, and have a ship with an engine, you can make some progress, so are not fined any points. If you don't know the answer, you lose 10 points.

FATE CARD 5

Pig-tailed macaque monkeys are throwing coconuts at you. Explain where you are and what the monkeys are doing and why. If you can explain, you are to throw a ball back and forth with your teammate 30 times without dropping the ball, and you earn 10 points. If you cannot answer the question, you lose five points. If you drop the ball, you lose another five points.

FATE CARD 6

You are trapped in a tinikling line. You are next to go. Explain what country you are in and what tinikling is and you receive five points. Demonstrate it and you receive an extra five points. You don't know, too bad, you lose 10 points.

FATE CARD 7

You are with an aborigine friend who throws a boomerang to stun an animal he is hunting. He misses the animal and the boomerang comes back to you. If you know what aborigines are and what country they live in, you catch the boomerang and earn 10 points. If you don't know, the boomerang clobbers you and you spend the next day recuperating and must forfeit 10 points.

FATE CARD 8

You are white-water jet-boating on the Shotover River. You barely miss a rock and are headed toward the cliffs. If you know where you are, and know the difference between the geography of the North and South islands, you swerve just in time, and win 10 points. If not, you crash and have to swim to safety. It costs you 10 points.

FATE CARD 9

You are searching for a tailor in Hong Kong and get lost. You end up on Victoria Peak. If you can describe a minimum of five things you can see from your viewpoint, you gain 10 points. If not, you lose two points per site and nearly fall off the peak.

FATE CARD 10

You are visiting Taiwan during the Ghost Festival. You can't release the soul of your dead grandmother unless you know the religion of the Ghost Festival and what it means. If you do know, collect 10 points. If not, you are penalized 10 points and are taken to the underworld.

FATE CARD 11

You go to a Hanyak shop to get a remedy for a cold. If you know what herbal medicines are, and ginseng in particular, you are cured and received five points. If not, you are turned into a huge, hairy monster, and you lose five points.

FATE CARD 12

If you know in what month the Laotians celebrate New Years, you gain five points. If you know what special thing is done for fish and birds, you get to clap erasers together and shout, "Go for it!" and earn five more points. If you can't answer the question, you get nothing.

FATE CARDS

Use a minimum of 16.

FATE CARD 13

Godzilla scoops up your ship and deposits it on the top of Mount Fuji. If you know where Mount Fuji is located and who Godzilla is, you are returned safely to the sea and receive 10 points. If you don't know, you lose 10 points and, who knows, Mount Fuji just might blow you sky high.

FATE CARD 14

You are trapped in a mangrove swamp. Did you really see that fish climbing a tree? Explain the characteristics of a swamp, tell where you are, and you receive 10 points. If not, you wander around for days before you are rescued.

FATE CARD 15

You are trapped in Ho Chi Minh City. All the lights go out. If you know what country you are in and what the previous name of the city was, the lights come on and you receive 10 points. If not, you wander around in the dark—lost—and you lose 10 points.

FATE CARD 16

You are lost in a rain forest in Malaysia, and a fierce tiger is sneaking up on you. If you can explain what a rain forest is and its importance to mankind, a huge elephant trumpets and scares the tiger away. You escape, and receive 10 points. If not, you must outrun it, or scare it away, and you lose 10 points.

FATE CARD 17

You are snorkeling in the Great Barrier Reef. A lone shark is circling above you. You cut your foot and begin to bleed. If you know how barrier reefs are formed and what country you are near, you gain 10 points. If not, you barely escape the rare shark attack, and you need an extra day to rest up from your fast swim, and you lose 10 points.

FATE CARD 18

Your ship is attack by a Komodo dragon. If you know what a Komodo dragon is and what country you are in, you get to toss an eraser into a wastebasket from a distance of 10 feet. If you make it, you gain 10 points. If not, you get nothing.

FATE CARD 19

You are in Hong Kong at a Yuelon Festival. If you can explain what this is, give your teacher an IOU for a small treat (a stick of gun or small piece of candy), and you get 10 points. If you can't explain, or don't give your teacher the bribe, you must subtract 10 points.

FATE CARD 20

You are thrown into the ring with a 300-lb. sumo wrestler. If you know what country you are in and what sumo wrestling is, you can escape from the ring, give your teacher a high-five, and collect 10 points. If not, subtract the 10 points.

FATE CARD 21

At Cebin diving center you are diving through the remains of a World War II ship. The ship shifts, and you are trapped. If you know what country you are in and the nationality of the ship, you are rescued. If not, you nearly run out of air, but are finally rescued. It takes you a day to recuperate, and you lose 10 points.

FATE CARD 22

You are in a yachting race in Australia. As you move into first place, shout out hello and invite everyone to a barbecue (using the Australian expressions). You win the race and gain 10 points. If you don't know their expressions, you forfeit 10 points.

FATE CARD 23

Name three grains grown in Korea. If you can, you get five points. If you can do a cartwheel you earn five more points. If not, you do not get the additional five points.

FATE CARD 24

This morning you were blown off your course by a kamikaze. If you know the meaning of the word and its country of origin, you receive 10 points. If not, you are caught in a whirlpool and must sacrifice 10 points to get out.

Pacific Rim 59

PASSPORT

United States of America

63

PASSPORT

Name _____

Address _____

_____

_____

_____

Telephone _____

Age _____

Date of Birth _____

Height _____

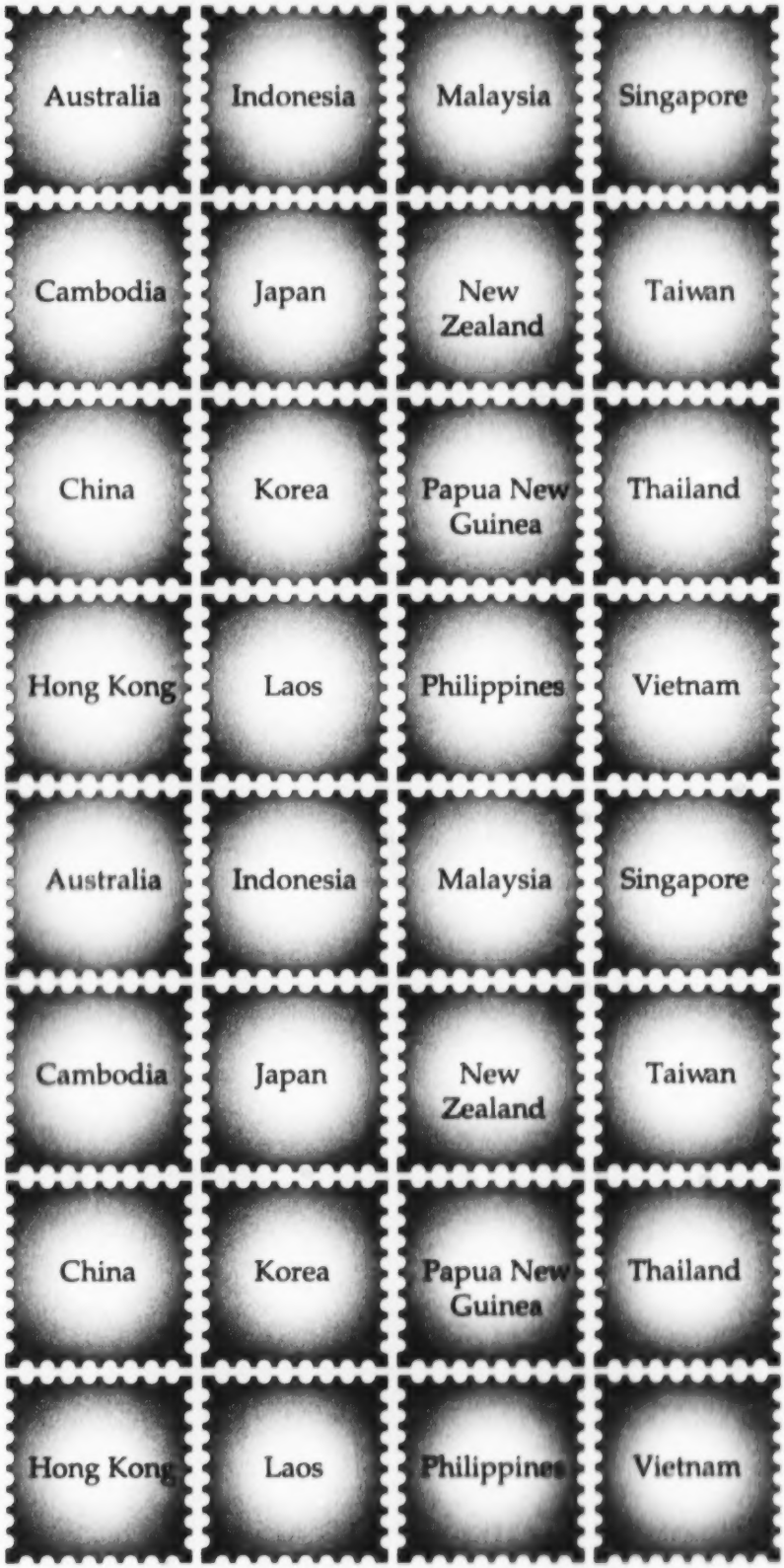
Weight _____

Eye Color _____

Hair Color _____

VISAS

(One per student pair. Have them cut these apart.)



PARTICIPATION CERTIFICATE

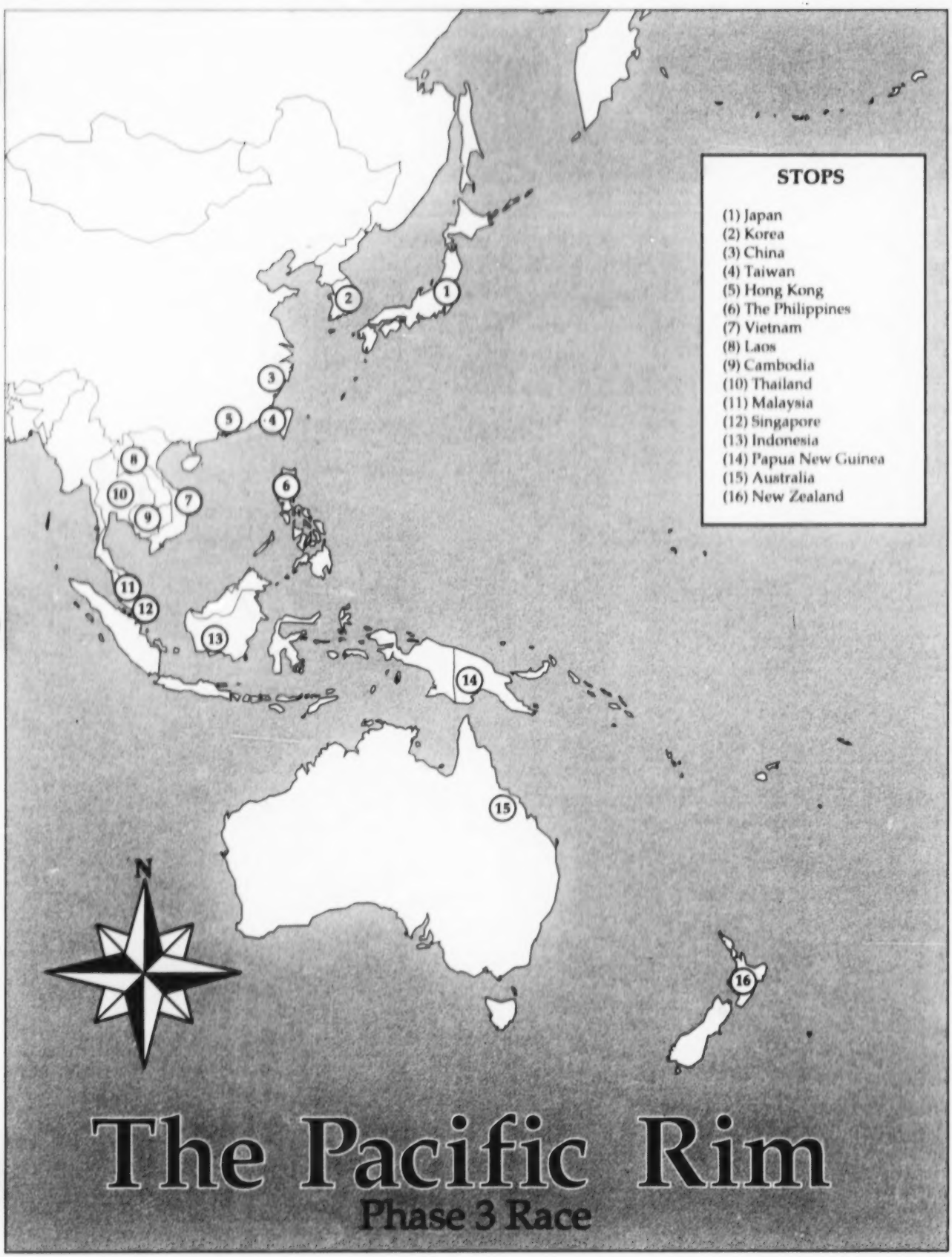
This certificate honors

_____

for earning ___ points

while working on the

_____ team.


STOPS
(1) Japan
(2) Korea
(3) China
(4) Taiwan
(5) Hong Kong
(6) The Philippines
(7) Vietnam
(8) Laos
(9) Cambodia
(10) Thailand
(11) Malaysia
(12) Singapore
(13) Indonesia
(14) Papua New Guinea
(15) Australia
(16) New Zealand
N
The Pacific Rim
Phase 3 Race

PACIFIC RIM

A simulation of a race through the western Pacific Rim, developing awareness of their lands, peoples, and customs

SAMPLE

Student Guide

Komodo dragons, water buffaloes, sumo wrestlers, the Great Barrier Reef, elaborately costumed dancers, colorful festivals with sparkling fireworks, unusual foods, magnificent temples, tuk-tuks and jeepneys! All of these, and much more, are found in the countries of the Far East that are scattered along the western rim of the Pacific Ocean.

Look around your homes, classroom, and neighborhood. You might be amazed at the number of objects that came from these countries: automobiles, clothing, computers, televisions, video equipment, household appliances, and toys. Since World War II ended in 1945, these countries have become very important to those living in the United States. If we are to deal successfully with these countries through trade, business, immigration, and travel, we must understand them.

In PACIFIC RIM you will study about these countries—their lands, peoples, and customs. There are 16 countries involved. However, since the class is divided into eight teams, you will study only two of the countries in depth. Your team will share what it learns with the class, as the other teams will share with you. The end result is that you will learn about all 16 countries. After the research work comes the fun! You will join another team and race against the three other combined teams, sailing from Japan to New Zealand. You will earn a visa for each country you enter. These visas are glued onto your individual passports.

After the race, there will be a fun-filled festival. During this gala affair, you will present your tableaux/skits, compete in contests, and explain a few of the activities you developed in Phase 2. There might also be a feast of delicacies from each of the 16 countries—if this can be arranged.

We hope you enjoy the trip. But, watch out for those komodo dragons!

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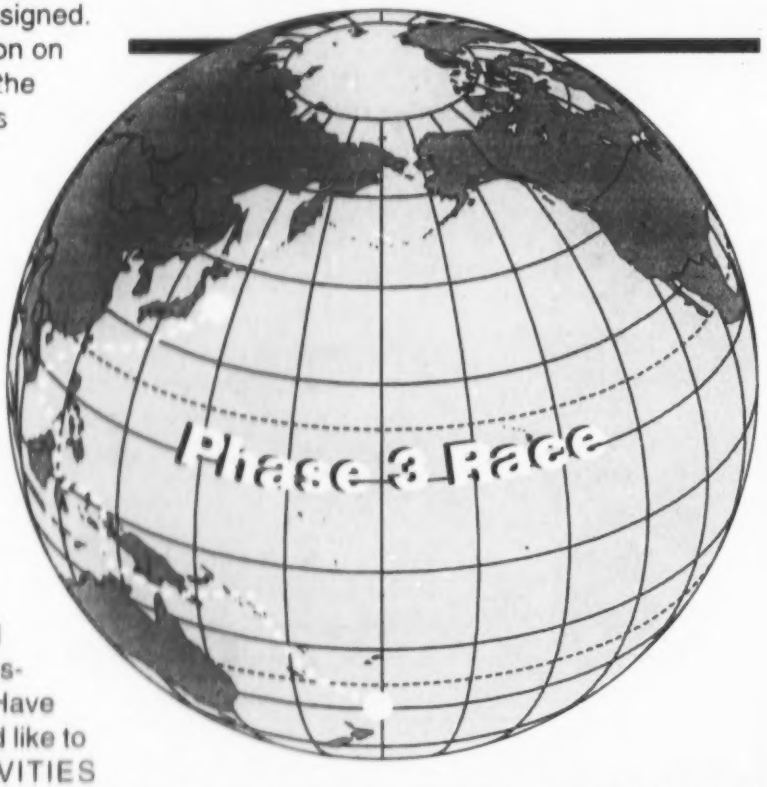
Introduction Your task is to complete a PRE-TEST to determine how much or how little you already know about the 16 countries to be studied. Don't worry if you don't know much, for this simulation is designed to teach you what you don't know. Your teacher will discuss simulations in general with you and specifically introduce you to PACIFIC RIM. You will then join one of eight teams. Once in a team, you will be asked to select a team leader and to review the rest of the materials in this guide.

Phase 1: Gathering data Your first job as a team is to complete a FACTSHEET for each of your assigned countries. Your leader will help divide the research so that each member contributes. The options for this research are interesting and challenging. After everyone has had time to do the research, your team will meet to discuss what has been learned. Everyone on your team should take notes because each of you will be expected to become an "expert" on the two countries assigned. Your team will then organize a presentation on your two countries to give to the rest of the class. Each member will contribute to this presentation. Classmates will need to take notes on what you say. You will record points earned on your POINTS EARNED: PHASE 1—Research card.

Phase 2: Projects, reports, and experiences Using the ACTIVITIES WORKSHEETS as a guide, your team will complete a minimum of one report, one project, and one experience for each country studied. As in Phase 1, you earn points based on the quality and imagination of these projects, reports, and experiences, and how they are presented. Because many points are needed for Phase 3, do as many activities as possible. Some work must be done at home. Have the teacher approve any activity you would like to do that is not listed on the ACTIVITIES WORKSHEET. After several days' work time, your team will present these completed activities to your classmates. You are to record points earned on your POINTS EARNED: PHASE 2—Activities card. Be sure to know the information listed under Race Knowledge so you can do well in the race.

Phase 3: The race During this phase you join another team for a race against the three other combined teams. The race runs from **Japan** to **New Zealand** with 16 required stops. Your first act on your new team will be to combine points with your partner and buy a ship for the race.

Why not race from Japan to New Zealand in a magnificent cruise ship such as ...



On Day 1 of the race, one-half of the newly formed teams draw three cards: a STOP CARD—GENERAL (questions based on general knowledge), a STOP CARD—SPECIFIC (questions based on specific information about the countries), and a FATE CARD (information which can help or hinder your

progress). Each player has five minutes to decide on the answers to these cards. Those team members not drawing cards will help prepare the answers.

Teams receive a card with the number of points earned. You add these points to your COMBINED TEAM TALLY SHEET. You then use these points to progress along a route shown on a large bulletin-board map. The route begins in Japan and ends in New Zealand. One-half of the points shown on your COMBINED TEAM TALLY SHEET are used to move your team's ship along the path on the first day. The second day the same number of points may be needed, but fate (through the FATE CARD drawn) may intervene. If you have enough points, good! If not, and if the class decides it is okay, your team can quickly do additional reports, projects, or experiences to earn the needed additional points. Each student receives a visa for each country entered. The visa is pasted into your individual passport.

On Day 2 of the race, the other half of the teams draw cards and has five minutes to prepare answers before responding to the card drawn. Points are assigned as before and visas are issued.

Your *individual goal* is to receive a visa for every country studied. Your *team goal* is to arrive at the port in New Zealand by the end of the second day of the race. By the end of Day 2 of the race, all teams that have completed the route and acquired all the necessary passport visas are declared winners.

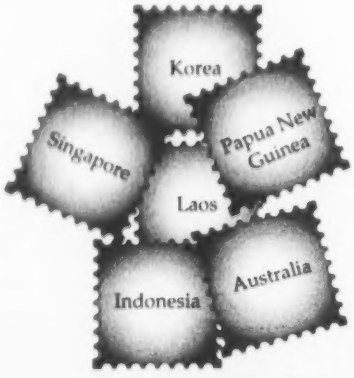
Phase 4: Summing Up and Festival After the race is over, your teacher will lead a class discussion on the similarities and differences between the countries of the Pacific Rim, and between them and the United States. Problems that might occur for tourists, business representatives, or other people entering or leaving the Pacific Rim countries will be discussed and possible solutions will be suggested.

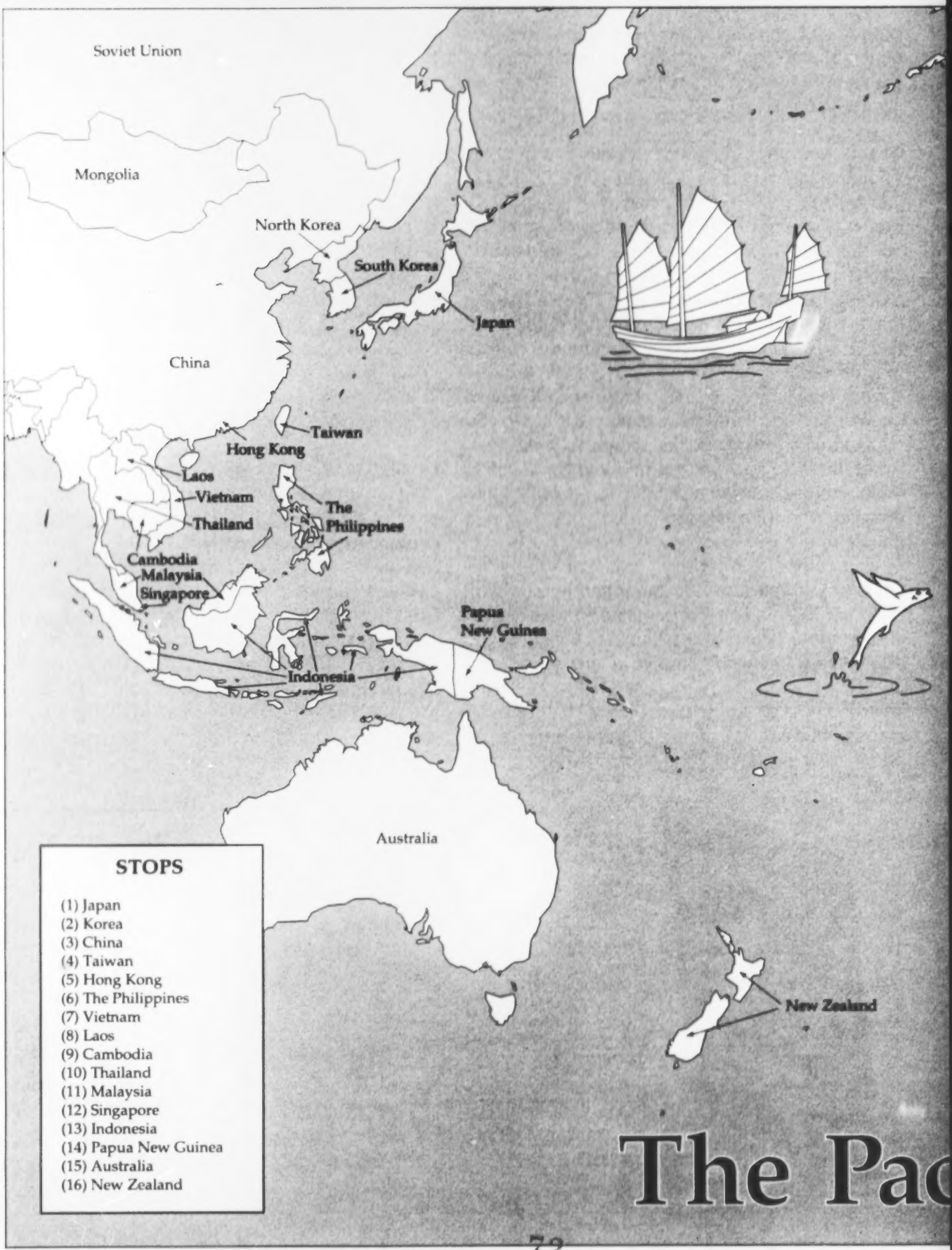
After this discussion, you will complete a POST-TEST, exchange papers, and correct them. When you receive your test back, compare it with the PRE-TEST you took at the simulation's beginning.

Finally, if time is given, you will take part in a program of tableaux or skits your team developed to summarize what you have learned. You might videotape these tableaux or skits. That way, everyone can enjoy seeing them together, and, also, everyone can see themselves on the TV screen. Your class might plan a banquet of ethnic foods from the 16 countries studied. Other activities may also take place at this "festival" such as kite-flying and a boomerang contest along with other interesting activities that your team prepared in Phase 2. By the way, this is a good event for inviting parents—and other important people—if you wish.

*You will have an exciting voyage across the **Pacific Rim**—from **Japan** to New **Zealand**.*

Along the way you will pick up visa stamps in various countries




Soviet Union
Mongolia
North Korea
South Korea
Japan
China
Taiwan
Hong Kong
Laos
Vietnam
Thailand
The Philippines
Cambodia
Malaysia
Singapore
Papua New Guinea
Indonesia
Australia
New Zealand
STOPS
(1) Japan
(2) Korea
(3) China
(4) Taiwan
(5) Hong Kong
(6) The Philippines
(7) Vietnam
(8) Laos
(9) Cambodia
(10) Thailand
(11) Malaysia
(12) Singapore
(13) Indonesia
(14) Papua New Guinea
(15) Australia
(16) New Zealand

The Pac

Canada
United States
Mexico
Belize
Honduras
Guatemala
Nicaragua
El Salvador
Costa Rica
Panama
Venezuela
Guyana
Suriname
Columbia
Ecuador
French Guiana
Brazil
Peru
Bolivia
Paraguay
Chile
Argentina
Uruguay
N

ific Rim

TEAMS AND COUNTRIES TO BE STUDIED

Team 1: Japan/Korea

- **Japan** consists of four major islands in the Pacific Ocean east of Korea. This densely populated area experiences frequent and violent earthquakes. Automobiles, computers, and videotape machines are some of the many products manufactured here. Of particular interest are the tea ceremony, cherry-blossom festival, Bullet train, and sumo wrestling.

- **Korea** lies on the eastern edge of Asia. The country is divided into two countries, North Korea and South Korea, each with its own distinctly different form of government. It is called "The Land of the Morning Calm" because of the mist that covers its breathtaking scenery. Country people live in cottages of mud and stone and work in fields by hand in contrast to those who live in the modern cities. The food is especially interesting such as kimchi, the spiced cabbage served at every meal.

Team 2: Philippines/Taiwan

- The **Philippines** consist of three major islands and 7,000 smaller ones located south of Taiwan. The Spanish explorers left their mark in the people's customs, religion, and architectural structures. Ferdinand Magellan died on the island of Cebu during his ship's trip around the world. Cascading waterfalls, rugged mountains, and volcanoes form the islands' landscape. Only on these islands can you find the monkey-eating eagle and the microscopic tabio, the smallest fish in the world.
- **Taiwan** is an island province of China located off the mainland. Its name means "terraced bay" because the land is terraced for farming. This is a manufacturing country, but the rural areas are filled with ornate temples and pagodas. Especially interesting is the Taroko Gorge, a spectacular 12-mile ravine carved through marble mountains. In another part of Taiwan you can watch native weavers as they use their teeth to strip bark from rami plants.

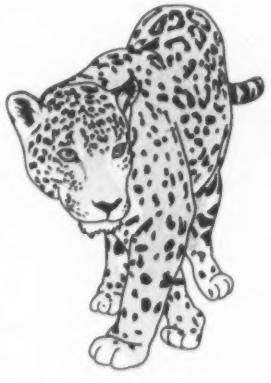
Team 3: China/Hong Kong

- **China** is a vast area of land north of Vietnam. It was once ruled by dynasties that left many fascinating works of art and architecture such as the Terra Cotta army of 1,000 life-size soldiers and the Great Wall. Silk and gunpowder were first made here. Attending a Chinese banquet will allow you to enjoy the unique delicacy of soup made from birds' nests and to sample 100-year-old eggs.

- **Hong Kong** is a peninsula attached to the mainland of China. It has more than 235 islands. Its name means "fragrant harbor." This crowded center of economic activity thrives on commerce. Although it is now governed by the British, it will revert to China's authority in 1997. In Hong Kong you can experience the ancient and modern times by visiting old pirate smugglers' caves and modern high-rise buildings.

Team 4: Vietnam/Laos

- **Vietnam** is a country shaped like a pole with two rice baskets on each end. It is located east of Cambodia. Most of the people live by the Mekong River and the Red River, where they cultivate rice. You can visit the busy Ho Chi Minh City and the beautiful city of Hue. The Tet Festival is held between January 20 and February 20. During this festival, children receive gifts of money. If you look very carefully, you will find a deer that barks like a dog.



- **Laos** is a small landlocked country tucked into the mountains of the Indo-Chinese Peninsula. Its natural tropical beauty has not been altered by man. The Hmong tribes of the north are famous for their beautiful handicrafts. The Mekong River is the main artery of the country providing the people with everything they need. The origin of the 600-year-old Plain of Jars is still a mystery, not only to visitors but also to natives.

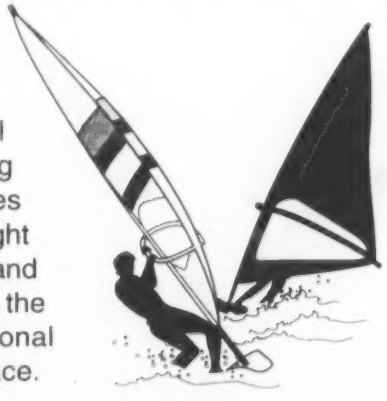
Team 5: Malaysia/Singapore

- **Malaysia** is south of Thailand. It consists of two regions 400 miles apart which are separated by the South China Sea. It is a tropical region where rubber trees grow. The people live in stilt villages called kampongs where they grow all their own food. Many varieties of butterflies exist. Tucked in along their northern shores is the separate small, very rich country of Brunei. You might wish to fly a kite or enter a Gasing Top contest, both of which are popular with the Malaysians.

- **Singapore** is one large island at the southern tip of the Malaysian peninsula. Its busy port makes it one of the most prosperous countries in Asia and a leading financial center of Southeast Asia. It is called "instant Asia" because of its diverse mixture of people, religions, and cultures. Many colorful festivals are celebrated by these groups. It is, however, a country with a very strict government where even chewing gum is illegal.

Team 6: Indonesia/Papua New Guinea

- **Indonesia** is the largest archipelago in the world. It straddles the equator and stretches both north and south. This is an area of volcanic peaks, snow-covered mountains, and humid swamps. While visiting this exotic country, try to find a 10-foot komodo dragon and also the world's largest flower, the rafflesia. Java Man, one of the oldest examples of the remains of early man, was found here.
- **Papua New Guinea** is north of Australia. One hundred twenty-eight varieties of bananas are grown in this tropical climate. Dense mangrove swamps and jungles with volcanoes and black sand beaches await you. In the Asaro Valley live the "mud men" who will perform intriguing traditional dances for you. You might also want to visit and then photograph the famed International Wind Surfing Race.

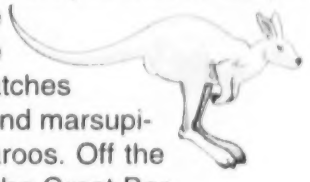


Team 7: Thailand/Cambodia

- **Thailand** is situated on the Gulf of Thailand. Limestone formations jutting out of the water and along the coast give this country a mystical feel. A Spirit House, or Chao Thai, is placed in front of each home to protect the owners from evil. Marvelous dancers use 200 movements of their fingers to perform dances that have taken them 10 years to learn. The trained pig-tailed macaque monkeys are fun to watch as they pick as many as 1,000 coconuts a day for the plantation owners and throw them to the ground.
- **Cambodia** is south of Thailand and west of Vietnam. Its only port is located in the Gulf of Thailand. There is a great contrast between living in the capital and living on the Mekong River's fertile plains. This river overflows yearly and creates the Tonle Sap. The people are descendants of the Khmer people whose magnificent empire existed 1,000 years ago. Angkor Wat is evidence of this period of time and is a spectacular place to visit.

Team 8: Australia/New Zealand

- **Australia** is an island continent between the Indian and South Pacific oceans. Because it is entirely within the southern hemisphere, people sometimes refer to it as "Down Under." Opals, diamonds, and sapphires are mined in different regions of this country. Here you will find unique animals such as the platypus-echidnas, the only mammal that hatches its young from eggs, and marsupials such as the kangaroos. Off the northeastern coast is the Great Barrier Reef, the longest reef of its kind in the world.



- **New Zealand** consists of two islands southeast of Australia. This area was originally the home of the Maori people who now live side by side with the predominately British immigrant population. Of particular interest for visitors is a sheep station where they can watch sheep being sheared. Visitors can also watch a talented sheep dog herd sheep into a corral. The mountains and fjords of South Island are said to rival those found in Switzerland and Norway.

HOW TO INSTRUCTIONS

Follow these directions to complete the tasks given you by your team leader.

FACTSHEETS

Finding information

- Fill in one FACTSHEET for each country you are studying.
- Resources are provided in your class to find the information needed to complete the FACTSHEET. Check your answers with a second source.
- List only the most important historical events. The same is true for the General Information. Use short phrases. *Do **not** write complete sentences.*
- Use a large-sized map of the country to indicate places when you present your information to the class. If your class does not have a large map of this area, enlarge a smaller map using an overhead projector or opaque projector.

Presenting information

- Plan how you are going to present the information to the class. You might put it on a large chart, write it on a transparency and use an overhead projector, or put it on large cards. *Use your imagination.* You will earn points for quality and completeness of your data, as well as for the organization and imagination of the presentation.
- Have everything ready so you can begin your presentation as quickly as possible. Include everyone on your team in the presentation. Use a map to show places. Write unusual words and names on the board. Speak loudly enough for everyone to hear you, but don't shout.
- Begin your answer by restating the words on your FACTSHEET. "The capital of Japan is ...."
- *Do not talk too fast.* Remember that your classmates are taking notes.
- When you have finished giving the information on the FACTSHEET, ask if there are any questions. Answer the questions if you can. If you don't know the answer, write the question down and find the answer to give to the student at a later date.
- Quickly remove your materials. Another group is waiting to give its presentation.

Taking notes

- Head your paper with the name of the country—one country to a sheet of paper. *Do **not** write complete sentences.* Write as few words as possible. For example: Capital—Bangkok.
- If you miss a fact, politely raise your hand. When you are called on, ask that it be repeated. If you have a more complicated question, wait until the team has completed its presentation before you ask the question.
- Remember that there are 16 countries. Do not waste time.

Writing reports

- Read and take notes from two or three sources. One source should be an encyclopedia.
- Write a rough copy of your report on scratch paper. It should have: a) a short paragraph stating what you want to learn; 2) several paragraphs telling what you did learn; and 3) a brief summary of what you learned referring back to the first paragraph.
- Be as brief as possible. These are mini-reports.
- Proofread for complete sentences, accurate spelling, accuracy of information, proper capital letters, and punctuation. Read it aloud and listen to how it sounds.
- Copy your report carefully on the REPORT/PROJECT/EXPERIENCE form.
- Proofread again.

Completing projects/experiences

- Use a REPORT/PROJECT/EXPERIENCE form.
- Fill in the blanks giving your team number, date, and name.
- Copy the description of the project/experience from the ACTIVITIES FORM.
- Give the sources of information you used.
- Write several sentences describing your project/experience: how you did it, problems you had, how the final project turned out, and how you feel about doing the project/experience.